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ABSTRACT

The results of a bilingual teacher training project developed to serve the needs of young limited-English-proficient children are presented. The report contains a program description, a rationale for program implementation, and program goals. Particular attention is focused on the following: demographic information, goal setting, course work, field experiences, masters' papers, orientations, evaluation, the field practicum, teacher certification, and job placement. Interviews with 10 teacher trainers are provided. Appended materials include sample course syllabi; a sample program brochure; program newsletters; sample Penn State commencement; certification and job placement forms; sample parent, teacher, and school district questionnaires; sample drive-in workshops; press releases; sample modules; and a commencement speech. (JL)

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Penn State's Comprehensive Bilingual Early Childhood Teacher Training Project

Results of Three Project Years, 1987-1990
Volume 1

The Pennsylvania State University
University Park, Pennsylvania

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Penn State's Comprehensive Bilingual Early Childhood Teacher Training Project

Results of Three Project Years. Title VII, 1987-1990

by

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Presented to the United States Department of Education, Office of Bilingual Education and Minority Languages Affairs, Washington, D.C., October, 1990.

Penn State's Comprehensive Bilingual Early Childhood Teacher Training Project (COMP BI-ECE) was funded by the United States Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA) and The Pennsylvania State University. Dr. Lourdes Diaz Soto served as Project Director, while Mrs. Lillian Negron served as Project Assistant. Appreciation is extended to the United States Department of Education, The Office of Bilingual Education and Minority Languages Affairs: Director Rita Esquivel, Associate Director Dr. John Ovard, Project Officer Ms. Petraine Johnson, Grants Specialist Mr. James Revere; School Districts within the Commonwealth of Pennsylvania; Commonwealth of Pennsylvania's Department of Education: Dr. Donald Carrol, Secretary of Education; and Faculty and Administrators at The Pennsylvania State University: Dean of the College of Education Dr. Rodney Reed. The views expressed in this Results of Three Project Years, 1987-1990, represent the author's ideas and not those of the supporting/funding agencies or persons. The Pennsylvania State University, in compliance with federal and state laws, is committed to the policy that all persons shall have equal access to programs, admission, and employment without regard to race, religion, sex, national origin, handicap, age or status as a disabled or Vietnam-era veteran.

The Results of Three Project Years (1987-1990), Penn State's COMP BI-ECE Project Is Dedicated to:

(a) the vision of The Office of Bilingual Education and Minority Languages Affairs who, with the guidance of Director Rita Esquivel, has helped to implement a collaborative teacher training program serving the needs of young limited-English proficient children, their parents, and their schools;

(b) the guidance, advice and support of Ms. Petraine Johnson, Project Officer, The Office of Bilingual Education and Minority Languages Affairs (OBEMLA);

(c) the persistence, motivation, and organization of one graduate student cooperatively funded by the project and Penn State, who completed her degree and became: Dr. Lillian Negron, Assistant Professor;

(d) the dedication and commitment of teachers and administrators throughout the Commonwealth of Pennsylvania interested in enhancing the lives of young bilingual/bicultural children: The Bethlehem School District, Mrs. Iris Cintron; The Lancaster School District, Mr. Douglas Dockey; The Harrisburg School District; The Reading School District; The Philadelphia School District; and The Hershey School District,

(e) the assistance and collaboration of the Commonwealth of Pennsylvania's Department of Education: The Office of Migrant Education: Dr. Manuel Recio; The Office of Certification; and the Bilingual Coordinator: Ms. Myrna Delgado;

(f) the support of faculty and administrators at The Pennsylvania State University: Dean Rodney Reed, Dr. Cecil R. Trueblood, Dr. James E. Johnson, Dr. Elizabeth Blue Swadener, Dr. Patricia Dunkel;

(g) the efforts of our Budget Adviser within the College of Education: Mrs. Donna Nicely;

(h) the typing expertise of Ms. Stacey Horner;

(i) and to our most valued clients: the young bilingual/bicultural young children and their families, who continue to provide valued experiences and insights for all of us.

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PROGRAM DESCRIPTION

Background

Penn State's Comprehensive Bilingual Early Childhood Teacher Education Project (COMP BI-ECE) has been made possible by the Educational Personnel Training Program (84.003R), from the Office of Bilingual Education and Minority Languages Affairs (OBEMLA). OBEMLA notified The Pennsylvania State University in May, 1987 of the approval of funding for the 1987-1988 First Project Year. The approved funding period was for a three year cycle, 1987-1990 which was based upon continued program and proposal review and evaluation. The funding has permitted the College of Education, Department of Curriculum and Instruction, at The Pennsylvania State University, to initiate, implement, and institutionalize a fifth year graduate program leading to a master's degree in Bilingual Early Childhood Education. This report provides a narrative descriptive and evaluative summary of Penn State's Comprehensive Bilingual Early Childhood Teacher Training Project's Results of Three Project Years, 1987-1990.

Rationale

The thirty (N=30) graduates of Penn State's COMP BI-ECE Project are currently serving the documented need for bilingual-early childhood personnel. Demographic trends in our nation substantiate the need to train teachers within the bilingual domain and particularly the need to train teachers for our youngest learners. Hodgkinson (1986) describes the fact that changing demographic trends will mean that the population within our nation will consist of young linguistically diverse learners from both existing culturally diverse groups and from Third World immigrant groups. The Spanish speaking learners and the diverse Asian populations are entering classrooms which are largely unprepared to provide programs for the educational enhancement of both young learners and their parents. Approximately two thirds of the limited English proficient children may not be receiving the language assistance to succeed in school (Fontaine, 1987). This situation is bound to intensify with increased projections of limited English proficient students ranging from 35-40% by the year 2000 (Oxford, 1984). Limited English proficient children aged 5-14 are projected to increase from 2.8 million to 3.4 million by the year 2000, with a slightly overall increase in the 5-9 year old group (Oxford, 1984). In spite of the fact that the figures describing demographic projections vary, it can be concluded that meeting the needs of limited English proficient young learners, by training teachers in the bilingual early childhood domain, is an existing mandate for our schools and communities. Teacher training programs earmarked for servicing our youngest learners will mean opportunities to better serve the educational, economic, and global possibilities for our nation.

Within the Commonwealth of Pennsylvania there has been an influx of immigrants and an increase in the Hispanic population. The Hispanic population within public schools is projected to increase between 17-26% in the Lehigh, Berks, and Lebanon counties alone (Bilingual Needs Assessment, PDE, 1984). In the same geographic area the Spanish speaking LEP population fluctuates between 9.8 to 22.5%, of the total School district population. A needs assessment conducted at The Pennsylvania State University, at the request of the Pennsylvania Department of Education, indicated 12,482 pupils whose first language is other than English or who came from homes where a language other than English was spoken. The largest single non-English speaking language group was Spanish of Puerto Rican descent with well over 10,000 learners, within the counties currently served by Penn State programs. These school districts express their greatest need to be teacher education in order to better serve limited English proficient learners.

A follow up needs assessment (Yawkey, 1986) surveyed the school districts within the Commonwealth of Pennsylvania having the majority of limited English proficient learners indicated the greatest need to be in the early childhood area for certified bilingual classroom teachers. The recognition of increasing immigration to Pennsylvania especially of Hispanics, the increasing numbers of kindergarten to grade three children, and the notion of enhancing the educational possibilities for the younger learners, indicated the need to increase the number of early childhood certified bilingual classroom teachers.

Table 1 shows the initial needs assessment conducted by Yawkey (1986) indicating no certified bilingual early childhood personnel within the Commonwealth of Pennsylvania prior to the initiation, funding, and implementation of the COMP BI-ECE Project.

Table 1

LEP'S AND CERTIFIED TEACHER CLASSROOM NEEDS IN 120 PENNSYLVANIA SCHOOL DISTRICTS (Yawkey, 1986)

Selected Item	Response by School District
Greatest need for certified bilingual teachers in grades nursery to three	108 (90%)
Existing certified bilingual early childhood personnel	0 (0%)

The current status of Penn State's COMP BI-ECE graduates indicates that we have met and surpassed our initial goals and intent to service young LEP students. We have obtained 100% graduation completion of a Master's degree, 100% graduation rate, and 100% completion of the certification procedures. Graduates of the program: a) reside within the Commonwealth of Pennsylvania as classroom teacher, b) are currently pursuing doctoral degrees; c) supervise teachers of LEP students; d) are employed as classroom teachers within the State of Texas; e) serve culturally and linguistically diverse young children within U.S. Military bases; f) are currently employed by IHE's; and g) serve as classroom teachers of young LEP's within the Commonwealth of Puerto Rico. We have initiated and placed the very first set of early childhood certified bilingual teachers for the Commonwealth of Pennsylvania and have documented the impact of the program on LEP students, trainees, and the nation. We also plan to continue follow-up information gathering at the request of other IHE's and professionals who perceive this as a model, pioneering, and creative teacher education model.

This initial and pioneering endeavor has already impacted the Commonwealth and the nation. We plan to continue to pursue this endeavor, however since additional documentation obtained by Soto (1990) from school districts servicing limited English proficient learners (N=63) within the Commonwealth of Pennsylvania, indicates that TEACHER TRAINING continues to be the greatest need.

Table 2

NEED EXPRESSED BY 63 PENNSYLVANIA SCHOOL DISTRICTS SERVICING LEP'S (Soto, 1990)

Selected Item	Number of School Districts
Teacher Training	26
Parent Education	14
Child Oriented Services	21
Total	63

In addition it should be noted that the Hispanic drop out rate within the Commonwealth of Pennsylvania has reached alarming proportions with estimates ranging from 40-50%. According to a report released by the Human Relations Commission of the Commonwealth of Pennsylvania (1990), 75% of Hispanic students tested poorly enough to warrant remedial instruction. In addition, the Commission reports, that test scores for minority students are not improving in spite of a 5-year remedial instruction effort. It is imperative that preventive approaches targeting our youngest learners be implemented within the Commonwealth so that limited English proficient learners may begin to experience successful educational possibilities in their later school years.

It is evident that graduates of Penn State's COMP BI-ECE Project are responding to the documented needs for early childhood certified bilingual personnel, the expressed needs of school districts within the Commonwealth of Pennsylvania, and the challenging demographic trends currently affecting our nation.

The central location of The Pennsylvania State University and its bilingual early childhood teacher training resources have contributed to the successful implementation of the project. The first project year was formative, developmental, and experimental affording opportunities for enhancement (See Results of First Project Year, Volume 1, 1988 and accompanying appendices, submitted to OBEMLA). The second project year was corrective (See Results of Second Project Year, Volume 1, 1989 and accompanying appendices, submitted to OBEMLA).

The results of Three Project Years (1987-1990) indicates that the program obtained academic excellence, national recognition, attracted outstanding bilingual/bicultural students to the IHE, certified early childhood bilingual personnel, obtained a 100% graduation/completion rate, initiated a model bilingual parent education model, established a system of networking within the Commonwealth, provided staff development drive-in workshops based upon expressed school district needs within the Commonwealth, and is continuing to benefit young limited English proficient children, their parents, and their respective communities. The funding received from OBEMLA has helped to initiate a model collaborative bilingual-early childhood pioneering program, not only for the IHE, but for the nation; and particularly for the benefit of our youngest bilingual/bicultural learners.

Project Goals

Penn State's Comprehensive Bilingual Early Childhood Teacher Education Project has five major goals.

First -- To operate according to the proposed plan, a graduate bilingual early childhood teacher training program that leads to a master's degree in bilingual early childhood education.

Second -- To meet the needs of limited-English-proficient (LEP) children through certification of bilingual early childhood teachers for classrooms in the Commonwealth of Pennsylvania.

Third -- To develop and implement a model for providing services between the Institution of higher Education (IHE's) and Local Education Agencies (LEA's) in the Commonwealth of Pennsylvania, thus linking institutions for the benefit of LEP children, their parents and their communities.

Fourth -- To develop and implement a statewide system of networking.

Fifth -- To recruit and select bilingual parents of young LEP children to participate with training of bilingual early childhood teachers as part of their training in the module "Bilingual Parents as Early Childhood Educators."

The following narrative will describe each of the five major goals, the implementation of each goal, and both formative and summative evaluations of each goal. Both quantifiable and qualitative data was obtained so that statistical and descriptive information will be provided as part of the evaluative process. The implementation of the Three Project Years was enhanced by recommendations from graduates of the program, parent participants who so willingly gave of their time, school district personnel, and our Project Officer, Ms. Petraine Johnson. The continued inspiration for this program comes from our commitment to serve the needs of our youngest bilingual/bicultural learners, assuring optimal educational possibilities on their behalf.

First Project Goal

The first goal of the project: to operate a graduate bilingual early childhood teacher training program leading to a master's degree in bilingual early childhood education.

Ten teacher trainees per year for the three year cycle (N=30), were recruited by the bilingual/early childhood faculty at The Pennsylvania State University from 1987-1990. Thirty teacher trainees completed and graduated from this graduate level program with a master's degree in Bilingual/Early Childhood Education. This graduation rate signifies 100% completion by the thirty teacher trainees participating in the federally funded COMP BI-ECE Project. The first project goal was met with excellence and distinction by the teacher trainees who participated in rigorous course work, field practica, and completed a master's paper contributing to the knowledge base in bilingual/early childhood education. This newly established program has received national recognition and dissemination due to its ability to integrate two otherwise distinct educational fields: Bilingual Education and Early Childhood Education. The College of Education at The Pennsylvania State University has been pleased to pioneer this program in colloboration with the guidance and funding offered by OBEMLA.

Recruitment for the project was conducted by public press releases, personal interviews at Institutions of Higher Education, dissemination of information to local educational agencies, dissemination of information at national research conferences

(National Association of Bilingual Education, National Association of Educators of Young Children, American Educational Research Association), and via the personal efforts of faculty knowledgeable about bright and talented students. Our goal was to recruit individuals committed to the education of young limited English proficient students and their respective families; as well as trainees capable of participating in rigorous course work at the master's level. Interviews were conducted with candidates at a variety of sites including IHE's within the Commonwealth and on the island of Puerto Rico. The potential candidates were informed that preference would be given to trainees interested in helping to meet the needs of LEP young children within the Commonwealth of Pennsylvania. Interest in Penn State's COMP BI-ECE Program attracted teacher trainee candidates to the participating institution from the Commonwealth of Pennsylvania, the State of Texas, Canada, the Commonwealth of Puerto Rico, and New York State. All of the teacher trainees were bilingual with most of the candidates speaking Spanish as a native speaker. Two of the candidates spoke Spanish as a second language, while additional languages represented included Japanese, French, German and Swedish. One of the candidates, who became a United States citizen upon entering the program, is trilingual speaking English, French, and Spanish fluently. Additional trilingual speakers include a) Spanish, English and Japanese and; b) English, German and Swedish.

Figure 1 shows the demographic information requested of the teacher trainees; while Table 3 shows the demographic information provided by the trainees participating in Year 1 (1987-88), Table 4 shows the initial demographic information provided by the trainees participating in Year 2 (1988-89), and Table 5 shows the demographic information provided by the trainees participating in Year 3 (1989-1990). Tables 3, 4, and 5 indicate that a culturally and linguistically diverse group of teacher trainees have been attracted to Penn State's COMP BI-ECE Project, with differing enriched experiences.

Figure 1
Demographic Information: Teacher Trainees
Penn State's Comprehensive Bilingual Early Childhood Teacher Education Program

Name:____________________

Home Address:__________________

____

Date: _____________________

Part I

1. Place of birth _______________ Date of birth: ____________________
2. Primary language ____________ Other language: _________________
3. Educational background:
4. Teaching experiences:
5. Experiences with children, parents, or communities:
6. Other professional experiences:
7. Special interests (hobbies) or talents:
8. Membership in professional organizations:
9. Parents' educational and occupational background:
10. Grade point average: Undergraduate ________ Graduate ________
11. Number of siblings in your family and their respective ages:
12. Educational and occupational background of siblings:
13. Family status: Natural parents living
    married divorced separated

Insert Table 3, 4 and 5 about here

The demographic information provided by the candidates indicates families ranging in size from one to eight siblings. One candidate helped to raise a family of eleven children including special needs children and children from Third World Nations. For some families, the COMP BI-ECE candidate signifies the first college graduate. The candidates have had a variety of teaching and additional experiences with children and families including volunteerism, case workers, and advocates on behalf of our nation's youths.

Table 5, 6, 7 and 8 show the names of the three year participants 1987-1990 indicating a total of N=30 candidates/participants and graduates.

Insert tables 6, 7, and 8 about here

Figures 2, 3 and 4 show that initial goal setting by the teacher trainees, as they began the program, were thoughtful, earmarked for benefitting young bilingual/bicultural children, and for self-improvement/enhancement.

Table 3
Demographic Information: Teacher Trainees (1987-1988)

	Date of Birth	Primary Language	Other Language	Place of Birth	Educational Background	Teaching Experiences	Experiences with children, parents, or communities	Other Professional Experience	Membership in Professional Organizations	Parent's Educational & Occupational Background	Grade Point Average	Special Interests	# of Siblings & Ages	Educational & Occupational Background of Siblings
	2-1-64	S	E	P.R.	B.A.	Practicum - SPIED - BLCL	Practicum - Parent Program	Girl Scout Leader		F: Lawyer & Engineer M: Secretary	U:3.76	Music, Read. Writing, dancing singing	S: 21 yrs. B: 17 yrs.	S: 4th College B: 12-H.S.
	8-8-54	S	E	P.R.	B.A.	3 yrs. EFL	Teacher 3 yrs.			F: 12 M: 1st, Housewife	3.68	Read, swimming sewing, knitting	2 daughters 7 29	
	1-12-65	S	E	P.R.	B.A.	Practicum				F: Veteran M: Nurse	3.20	Volleyball, swim, run, music, read	2 sisters 16, 21	21: College 16: H.S.
	8-17-65	S	E	P.R.	B.A.	Practicum - SPIED	- Chorus - Children (groups)	Volunteer Teacher		M: Operator	U:3.47	Work with children	B: 24 S: 27	S: M.Ed.
5	11-10-63	S	E, J	P.R.	B.A.	Practicum - K - Teacher aide	1 yr.			F: 2 yrs. Coll. Manager of Factory M: Nurse	U:3.41	Drawing & painting	B: 31 S: 29	B: High School S: Bachelor
6	2-8-60	E	S	N.Y.	B.A. Ed.	English Teacher 6 yrs.	Director of - English Club - Parent-Teacher Ass.		TESOL	M: 11-H.S. Housekeeping attendant	U:3.00	Sewing, reading		
7	11-31-58	S	E	P.R.	A.D. Respiratory Therapy B.A.	Practicum	- Immunization Program - Community			M: 6th Factory worker F: 9th Mechanic	U:4.00	Reading, music, knitting, embroidery		
8	11-2-63	S	E	P.R.	B.A.	Practicum - 1½ yr. with K-1st grade			NEA AAUW	F: BA-Adm. & post-gr. studies M: College Courses	U:3.29	Swimming, tennis & other sports	B: 32,28,27, 20, S: 22,30	B: Master, Bachelor, Vocational, Student
9	4-13-68	S	E	P.R.	B.A.	Practicum				M: Teacher F: Photographer	U:3.78	Reading, exercising		
10	8-21-64	S	E	N.Y.	B.A.	Practicum		Librarian		M: H.S., Housewife	U:3.02	Sports		

Table 4
COMP BI-ECE - Demographic Information
Teacher Trainees (1988-1989)

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Undergrad.	Grad.	[illegible]	[illegible]	[illegible]
001	PR	[illegible]	S	S	BA English/ Education	15 years	Teaching, mothering, counseling			PR [illegible]	F: Retired US Army M: Retired Teacher	3.15	3.33	1 - 26 yrs.	BA US Army officer, personnel manager	Married
002	Rio Piedras, PR	[illegible]	S	S	BA Elementary Education	2½ private school	One year work as a teacher	Cashier in a bank	Playing guitar		F: Elementary education M: High school and two years secretarial	3.93	3.60	2 brothers 33 yrs. 36 yrs.	M.S. - Marine Biology Ph.D. - [illegible]	Married
003	Cabo Rojo, PR	[illegible]	S	S	BA Elementary Education	2½ public school	Catechist in a school	[illegible]	Beach		F: BA History M: High school	--	3.10	Sister - 29 yrs. Brother - 22 yrs.	BA Secretary Undergraduate	Married
004	Hato Rey, PR	[illegible]	S	S	BA Elementary Education	Practicum	Private school for 2½ years				F: 2 years of BA M: Elementary Education (BA)	3.70	3.63	1 sister - 28 yrs.	Associate degree in secretary	Divorced
005	Santurce, PR	[illegible]	S/E		BA Elementary Education	Substitute teaching for 3 years					F: Bachelor's Degree	3.10	3.67			Father Deceased
006	NY	[illegible]	S	S	BA Elementary Education	11 years	11 years		Computer	[illegible]		3.15	3.33	5: 3 brothers 2 sisters	[illegible]	Father Deceased
007	Miami, FL	[illegible]	S	S	BA Elementary Education	3 years in private school	Tutoring, at the school, baby sitting				F: Manager M: Teacher (High school)	4.00	4.00	2: 20 & 23 yrs.	Both are college students	Married
008	[illegible], PR	[illegible]	S	S	BA Elementary Education	PR telephone company Preschool - 3 months	PR telephone company	Practicum			F: BA Management M: High school	3.10	3.53	2: sister 26 yrs. brother 23 yrs.	1 housewife 1 students	Married
009	San Juan, PR	[illegible]	S	S	BA Elementary Education	Practicum, being first year of college	Visit to parents during the practicum	[illegible]	Farm, Societies		F: 10th grade M: 6th grade	2.85	3.33	3	Secretary Housewife	Married
010	Ponce, PR	[illegible]	S	S	BA Elementary Education	Practicum	Children committee Parents practicum	Practicum	Cooking		F: Merchant M: Secretary (housewife)	2.92	3.40	2: 28 yrs. 26 yrs.		Married

S = Spanish
E = English

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Table 5

Demographic Information: Teacher Trainees (1989-1990)

Subjects	Date of Birth	Primary Language	Other Languages	Place of Birth	Educational Background	Teaching Experiences	Experiences with children, parents or communities	Membership in Professional Organizations	Parents educational and occupational background	Grade Point Average Undergraduate/Graduate	Special Interests	Number of Siblings and Ages	Educational and occupation of siblings	Family Status
001	12/12/67	English	Spanish	PA	BA Elem. Ed.	Student Teaching	-Childcare worker -Upward bound -Foster care worker	PABE	Steel worker Housewife	3.8/3.6	Reading Sports	3/20, 27, 25	2 H.S. Grads 1 College Grad	Married
002	1/9/43	English	Spanish	SD	BA Elem. Ed.	Student Teaching	-Raised 11 children -Community volunteer	TABE	Farmer Housewife	3.03/3.87	Volunteer Work	3/46, 44, 42	1 H.S. Grad 2 Some College	Married
003	12/31/51	English	Spanish	PA	BS Spanish	3 Years	Social worker	NABE NAEYC	Carpenter Secretary	3.5/3.8	Building Gardening	8/43, 40, 34, 26, 42, 36, 33, 28	3 Housewives 1 College Grad 1 Factory 1 Pilot 1 Mechanic 1 Salesman	Married
004	4/3/52	Spanish	English	PR	BA Elem. Ed.	13 Years	Case Worker	PABE	Carpenter Housewife	2.9/3.28	Educational Manuals			Married
005	11/20/63	Spanish	English	PR	BS Science Ed.	2 Years	Red Cross	NTA	Deceased	3.20	Writing, Acting Drawing	6/27, 26, 24, 22, 21, 12	Students	Deceased
006	6/11/63	English	SW, GE	PA	BA History	Day Care	Governor's Aide	PATHS	Dental Assistant	3.27/3.05	Interpersonal Skills	2/33, 30	Musician Nurse	Divorced
007	3/3/39	English	FR, SP	Canada	B. Ed.	Kindergarten Grade 1, ESL	ESL Tutor	TESOL IRA	Nursing Student	3.8/4.0	Travel Languages	2/20, 34	Translator Musician	Widowed
008	9/26/66	Spanish	English	PR	BA Elem. Ed.	First Grade	Health Advocate	PRTA	Secretary Exterminator	3.7/3.67	Cycling Reading	1/19	Student	Married
009	3/4/66	English	Spanish	PA	BA Elem. Ed.	First Grade	Volunteer		Farmer Housewife	3.2/3.0	Art, Travel	1/23	Housewife	Married
010	8/10/67	Spanish	English	PR	BA Elem. Ed.	First Grade	Church Related		Mechanic Housewife	3.3/3.67	Music Sewing	1/17	Student	Married

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Table 6

COMP BI-ECE Teacher Trainees Funded by OBEMLA

Year 1 (1987-1988)

Table 7

COMP BI-ECE Teacher Trainees Funded by OBEMLA

Year 2 (1988-1989)

Table 8

COMP BI-ECE Teacher Trainees Funded by OBEMLA

Year 3 (1989-1990)

Figure 2

Initial Goal Setting by Teacher Trainees (1987-1988)

- "As a first grade teacher, I have always considered it important to love, dedicate and be patient with young children...(as educators) we are the young child's present experience and our teaching and education will help their future years."
- "I will be more prepared to work with children who are in the kindergarten level, especially those whose native language is not English."
- "...to help parents... to continue with good education in their home... the world needs more excellent adults, and for that we have to begin with the children."
- "I know some persons who studied at Penn State and had a good preparation for their personal and professional lives."
- "Experiences and knowledge that can help me obtain a good position, job,... a better quality of life, ... Help and serve others... as a teacher and a professor."
- "Early childhood is an important field in our society...I would like to help our children...obtain a better education for their future."
- "My goal is to obtain a greater understanding of the different stages of psychological development and environmental factors which influence the early years of life."

Figure 3

Initial Goal Setting by Teacher Trainees (1988-1989)

- "I hope to grow professionally as well as personally."
- "I came to Penn State in order to have a unique experience in academic and social enrichment. I expect to be able to work with migrant families and understand them better."
- "I know this will be an experience that will help me to grow as a professional and as a human being."
- "This is a once in a lifetime opportunity in which I will be better prepared to help not only culturally diverse students but also parents."
- "I will grow as a person as well as a teacher."
- "I hope to discover new knowledge..."
- "I want to obtain a master's degree because it will be a dream come true."
- "I want to acquire the necessary knowledge in order to work as a teacher of young Hispanic children."
- "I know that I will grow as a human being."

Figure 4

Initial Goal Setting by Teacher Trainees (1989-1990)

- "My primary goal is to use the information I learn from the Project to create the most successful and enjoyable learning environment for linguistically diverse students, and to encourage them to feel proud of their language and heritage."
- "I wish to acquire all the knowledge as possible to serve as a bilingual teacher."
- "To become professionally prepared to deal with young children."
- "To continue enhancing my professional knowledge regarding early childhood education."
- "I wish to use all the knowledge I gain from the Project to serve the needs of limited-English-proficient children in the community in which I will work."
- "I want to be a preschool or kindergarden teacher in a bilingual classroom. In this way, I would hope to make a difference in the lives of young Hispanic students who are not proficient in English."
- "To obtain a master's degree, and work for minority children."
- "I will be able to find a position as a teacher when I complete the program because I will gain additional skills (which I didn't have)."

Figures 5, 6, and 7 show the courses, competencies, language of instruction and candidates participating in the First Project Year completed and graduated with a total of 44 credits; Figure 6 indicates that the candidates participating in the Second Project Year completed and graduated with a total of 45 credits; while Figure 7 indicates the completion and graduation with a total of 45 credits in Bilingual Early Childhood Education by the Third Project Year Participants. The rigorous coursework included certification requirements for early childhood majors, bilingual methodology and theoretical concerns; assessment issues, linguistic and English as a Second Language (ESL) coursework; knowledge about cultural and linguistic diversity; information about the latest bilingual and learning theories research, parent and community educational concerns; as well as service to the young LEP's and their respective families and schools within the Commonwealth. The commitment of the trainees was exemplary helping to establish a reputation of excellence within the institution, the Commonwealth, and the nation.

At this writing of the Results of Three Project Years, 1987-1990 it can be reported that the thirty teacher trainees obtained 100% completion rate and 100% graduation rate. We are proud of our graduates and feel fortunate to have attracted excellent students so committed to Bilingual Early Childhood Education. It can be noted that our students maintained G.P.A.'s ranging from 3.0 to 4.0 serving as role models of high academic excellence. The candidates were diligent, persistent and supportive of each other, helping to create a climate of cooperation and life long friendships for themselves. Their developmental ongoing professional development was evident, impressing both faculty and LEA's. Continued telephone requests from LEA's within the Commonwealth requesting COMP BI-ECE graduates, include: Bethlehem, Philadelphia, Harrisburg, Erie, York, Allentown, Lancaster, and Reading. The states of Texas and Connecticut have also requested COMP BI-ECE graduates.

FIGURE 5
COMP BI-ECE, COMPETENCIES, LANGUAGE OF INSTRUCTION, AND INSTRUCTOR (1987-1988)

Course Number	Course Title	Course Competencies	Language of Instruction	Instructor
I. CORE REQUIREMENTS				
IFS/C&S 454	Development and Administration of Child Service Programs	Planning, administering, and evaluating child service programs as teacher, administrator, parents and aide levels using methods from bilingual, early childhood development, linguistic, and other disciplines	English	Dr. Elizabeth Blue Swadner, Assistant Professor, Early Childhood Education
SPCOM 493	Teaching English as a Second Language	Investigation of second language acquisition. Practice methods of ESL instruction and implementation.	English	Dr. Patricia Dunkel, Professor, Speech Communications
C&S 451	Introduction in Early Childhood Education Derived from Developmental Theories	Development of curricular, instructional and program practices for young children, birth to eight from pluralistic theoretical foundations for bilingual early childhood education: preschool practicum.	English	Dr. Thomas Yawkey Associate Professor, Early Childhood Education
C&I 400	Introduction to Research Literature	To familiarize the students with research literature and methodology	Spanish/English	Dr. Jose Prewitt-Diaz, Associate Professor, Bilingual Education
II. BILINGUAL EARLY CHILDHOOD EMPHASIS REQUIREMENTS				
RCLED 445	Teaching English in Bilingual/Dialectical Education	Theories, techniques, materials for teaching bilingual, non-native speakers in nursery, kindergarten, and primary	English/Spanish	Dr. Lourdes Diaz Soto, Assistant Professor, Bilingual Early Childhood Education
RCLED 565	Analysis of Theory and Practice in Bilingual Education Programs	Classroom analysis, observation, and research of instructional procedures, materials and evaluation strategies used in bilingual education.	Spanish/English	Dr. Jose Prewitt-Diaz, Associate Professor, Bilingual Education
RCLED 566	Bilingual Education and the Young Hispanic Child	Analysis of the research and literature related to teaching young bilingual Hispanic students; examines problems, issues, and strategies	English/Spanish	Dr. Lourdes Diaz Soto Assistant Professor Professor,Bilingual Early Childhood Education

FIGURE 5 (Continued)
COMP BI-ECE, COMPETENCIES, LANGUAGE OF INSTRUCTION, AND INSTRUCTOR (1987-1988)

Course Number	Course Title	Course Competencies	Language of Instruction	Instructor
C&S 452	Analysis of Model Early Childhood Education	Descriptions of model early education programs relative to variables common to bilingual and early childhood programs.	English	Dr. James Johnson, Professor in Charge, Early Childhood Education
C&S 479	The Young Child's Play as Educative Professes I	Young child's play as educative processes and uses of materials in curricular settings are examined; early childhood education practicum.	English	Dr. Thomas Yawkey, Associate Professor, Early Childhood Education
C&S 497A	Aesthetic Experiences for Young Bilingual Children	Young bilingual child's aesthetic experiences as they relate to curricular and instructional programs and practices in nursery, kindergarten and primary grades.	Spanish/English	Mrs. Lillian Negron and Mr. Diosdado Cano, Doctoral Students in Early Childhood Education
C&S 497B	Physical Environments and the Young Child	Design, observe, and critique settings and playgrounds affecting the young child's development.	English	Ms. Lynn Hartle, Doctoral Student in Early Childhood Education

FIGURE 6
COMP BI-ECE, COMPETENCIES, LANGUAGE OF INSTRUCTION, AND INSTRUCTOR (1988-1989)

Course Number	Course Title	Course Competencies	Language of Instruction	Instructor
I. CORE REQUIREMENTS				
SPCOM 493	Teaching English as a Second Language	This course has 3 main goals: To acquaint students with the theory and nature of second/foreign language learning and instruction; to describe and illustrate 9 methodological approaches to second/foreign language teaching; and, to review the pedagogical literature on the teaching of the component language skills of listening and reading comprehension, speaking, and writing across the L 2 curriculum.	English	Dr. Patricia Dunkel Professor, Speech Communications
C&I 400	Introduction to Research Literature	To familiarize the students with research literature and methodology, stress is placed on interpretation, sources, research reporting.	English/Spanish	Dr. Joseph O. Prewitt-Diaz Associate Professor, Bilingual Education
C&I 550	Overview of Contemporary School Curriculum	This course provides an overview of current school programs in grades K-12 and provides an introduction to the process of introducing new content into the curriculum.	English	Dr. Edmund Short Professor in Charge - Graduate Studies
II. BILINGUAL EARLY CHILDHOOD EMPHASES REQUIREMENTS				
IFS/C&S 454	Development and Administration of Child Service Programs	This course is intended to be an exploration of the issues, requirements, and skills needed for the effective administration of child care programs. Through readings, discussions, in-class, activities, guest speakers, community interviews and a community project, you will gain an understanding of the administration of child service programs, and the roles of the Administrator and Board of Directors.	English	Dr. Elizabeth Blue Swadener Ms. Kimberlee Whaley Assistant Professor and Instructor, Early Childhood Education

FIGURE 6 (Continued)
COMP BI-ECE, COMPETENCIES, LANGUAGE OF INSTRUCTION, AND INSTRUCTOR (1988-1989)

Course Number	Course Title	Course Competencies	Language of Instruction	Instructor
C&S 451	Introduction in Early Childhood Education Derived from Developmental Theories	Development of curricular, instructional and program practices for young children, birth to eight from pluralistic theoretical foundations for bilingual early childhood education: preschool practicum.	English	Dr. Thomas Yawkey Associate Professor, Early Childhood Education
RCLED 425	Methods of Teaching in Bilingual Education	This course has 4 major goals: To develop an understanding of how social, political, and legal factors impact the development and implementation of Bilingual Education Programs, to develop knowledge, competencies and understandings relating to methods of teaching in Bilingual Education, to develop methods, materials, and activities which are appropriate for students in bilingual/bicultural classrooms, to demonstrate mastery of the issues, concepts, instructional approaches and knowledge with regard to Bilingual Education methodology. Emphasis is placed upon reflective teaching and critical pedagogy.	English/Spanish	Dr. Lourdes Diaz Soto Assistant Professor, Bilingual Early Childhood Education
RCLED 565	Analysis of Theory and Practice in Bilingual Education Programs	Classroom analysis, observation, and researchof instructional procedures, materials and evaluation strategies used in bilingual education	English/Spanish	Dr. Lourdes Diaz Soto Assistant Professor Bilingual Early Childhood Education
C&S 452	Analysis of Model Early Childhood Education Programs	The purpose of this course is to familiarize students with the history, current trends, and contemporary approaches to E.C.E. in the U.S. Emphasis is upon model programs in relation to meeting the needs of children, families, and the schools.	English	Dr. James E. Johnson Professor-in-Charge, Early Childhood Education

FIGURE 6 (Continued)
COMP BI-ECE, COMPETENCIES, LANGUAGE OF INSTRUCTION, AND INSTRUCTOR "1988-1989)

Course Number	Course Title	Course Competencies	Language of Instruction	Instructor
RCLED 597C	Bilingual Education and the Young Hispanic Child	To discuss and analyze recent literature examining bilingual education, bilingual issues, bilingual teaching strategies and their relationship to the young Hispanic child. Emphasis is placed upon the current issues and trends affecting young Hispanic children in our nation and the uniqueness among distinct Hispanic groups.	English/Spanish	Dr. Lourdes Diaz Soto, Assistant Professor Bilingual Early Childhood Education
C&S 453	Parent Involvement in Home, Center, and Classroom Instruction, N-12	Parent involvement, programs, and methodologies that strengthen bonds between home and community for educators of children.	English	Dr. James E. Johnson Professor-in-Charge, Early Childhood Education
C&S 497A	Aesthetic Experiences for Young Bilingual Children	This course is intended for the examination of the use of art and music expressions in the bilingual/bicultural classroom for teachers of young children. Through readings, discussions, and in-class activities students will gain an understanding of the importance of art and music within the early childhood curriculum.	Spanish/English	Mrs. Lillian Negron Doctoral Student in Early Childhood Education
C&S 497B	Physical Environments for Diverse Cultural Settings	Develop an understanding of the impact of physical environments on child behavior and learning. Also, develop criteria for effective selection, organization, and use of indoor and outdoor play environments. Finally, design effective indoor and outdoor physical environments.	English	Dr. Lynn Hartle

FIGURE 7
COMP BI-ECE, COMPETENCIES, LANGUAGE OF INSTRUCTION, AND INSTRUCTOR (1989-1990)

Course Number	Course Title	Course Competencies	Language of Instruction	Instructor
I. CORE REQUIREMENTS				
EDPSY 400	Introduction to Statistics in Educational Research	Recognition and demonstration of competence in descriptive and inferential statistics, minital data manipulation, and statistical procedures.	English	Dr. Dennis Roberts Associate Professor of Educational Psychology
EDPSY 421	Learning Processes in Relation to Educational Practices	Interpret, relate, observe and apply problem solving, learning and information processing theories and research.	English	Dr. Francis Di Vesta Professor of Education and Psychology
LING 550	Introduction to Psycholinguistics	Examination of Labov's Sociolinguistic patterns with an applied bilingual field project.	English	Dr. Philip Baldi Professor of Linguistics
C&I 550	Overview of Contemporary School Curriculum	This course provides an overview of current school programs in grades K-12 and provides an introduction to the process of introducing new content into the curriculum.	English	Dr. Edmund Short Professor in Charge - Graduate Studies
SPCOM 482	Introduction to Applied Linguistics	Application of theories of language to current issues in multiple disciplines and multilingualism.	English/ Multilingual	Dr. Karen Johnson, Assistant Professor Speech Communications
II. BILINGUAL EARLY CHILDHOOD EMPHASES REQUIREMENTS				
C&S 451	Introduction in Early Childhood Education Derived from Developmental Theories	Development of curricular, instructional and program practices for young children, birth to eight from pluralistic theoretical foundations for bilingual early childhood education: preschool practicum.	English	Dr. Thomas Yawkey Associate Professor, Early Childhood Education

FIGURE 7 (Continued)
COMP BI-ECE, COMPETENCIES, LANGUAGE OF INSTRUCTION, AND INSTRUCTOR (1989-1990)

Course Number	Course Title	Course Competencies	Language of Instruction	Instructor
C&S 497A	Aesthetic Experiences for Young Bilingual Children	This course is intended for the examination of the use of art and music expressions in the bilingual/bicultural classroom for teachers of young children. Through readings, discussions, and in-class activities students will gain an understanding of the importance of art and music within the early childhood curriculum.	Spanish/English	Mrs. Lillian Negron Doctoral Student in Early Childhood Education
RCLED 425	Methods of Teaching in Bilingual Education	This course has 4 major goals: To develop an understanding of how social, political, and legal factors impact the development and implementation of Bilingual Education Programs, to develop knowledge, competencies and understandings relating to methods of teaching in Bilingual Education, to develop methods, materials, and activities which are appropriate for students in bilingual/bicultural classrooms, to demonstrate mastery of the issues, concepts, instructional approaches and knowledge with regard to Bilingual Education methodology. Emphasis is placed upon reflective teaching and critical pedagogy.	English/Spanish	Dr. Lourdes Diaz Soto Assistant Professor, Bilingual Early Childhood Education
C&S 597C	Assessment of Young Learners	Development of a Case Study Portfolio earmarked for the assessment of young bilingual/bicultural learners.	English/Spanish	Dr. Lourdes Diaz Soto, Assistant Professor Bilingual Early Childhood Education
C&S 453	Parent Involvement in Home, Center, and Classroom Instruction, N-12	Parent involvement, programs, and methodologies that strengthen bonds between home and community for educators of children.	English	Dr. James E. Johnson Professor-in-Charge, Early Childhood Education
RCLED 565	Analysis of Theory and Practice in Bilingual Education Programs	Classroom analysis, observation, and researchof instructional procedures, materials and evaluation strategies used in bilingual education	English/Spanish	Dr. Lourdes Diaz Soto Assistant Professor Bilingual Early Childhood Education

FIGURE 7 (Continued)
COMP BI-ECE, COMPETENCIES, LANGUAGE OF INSTRUCTION, AND INSTRUCTOR (1989-1990)

Course Number	Course Title	Course Competencies	Language of Instruction	Instructor
C&S 452	Analysis of Model Early Childhood Education Programs	The purpose of this course is to familiarize students with the history, current trends, and contemporary approaches to E.C.E. in the U.S. Emphasis is upon model programs in relation to meeting the needs of children, families, and the schools.	English	Dr. James E. Johnson Professor-in-Charge, Early Childhood Education
RCLED 597C	Bilingual Education and the Young Hispanic Child	To discuss and analyze recent literature examining bilingual education, bilingual issues, bilingual teaching strategies and their relationship to the young Hispanic child. Emphasis is placed upon the current issues and trends affecting young Hispanic children in our nation and the uniqueness among distinct Hispanic groups.	English/Spanish	Dr. Lourdes Diaz Soto, Assistant Professor Bilingual Early Childhood Education

III FIELD EXPERIENCE REQUIREMENT IN BILINGUAL EARLY CHILDHOOD EMPHASES

RCLED 595B - Advanced Practicum in Bilingual Education.

1987-1988	Participants of the First Project Year collaborated with the Department of Migrant Education within the Commonwealth to initiate, design and implement a Parent Education Program for bilingual parents of young LEP children. Classroom instruction was an integral part of the practicum with young bilingual monolingual and culturally diverse children within the Lancaster, PA school district. The trainees were supervised by Bilingual Early Childhood personnel (Dr. Soto, Mrs. Negron) and personnel from the LEA. Parents and personnel from the Migrant Education Program collaborated with the trainees who developed modules earmarked for meeting the individualized and collective needs of parents. (See fifth project goal for additional details)
1988-1989	Participants of the Second Project Year were able to live within the confines of the city of Bethlehem, PA to teach young bilingual/bicultural and monolingual children. The opportunity to live among the children and parents they were serving, led to a desire on the part of some of our trainees to seek jobs within this community. Six of our graduates are currently employed by the Bethlehem School District, alone. The trainees participated in home visits gained insights and information for implementing parent education. Existing services, languages, and educational

methods were also ascertained from LEA's throughout the Commonwealth via a needs assessment.

1989-1990 Participants of the Third Project Year initiated a second needs assessment throughout the Commonwealth of Pennsylvania regarding specific workshop/informational needs about young bilingual/bicultural learners and their respective families. The trainees initiated, designed, and implemented drive in workshops to ten LEA sites, earmarked for meeting the specific educational requests of the LEA's. We found this participation valuable for networking, dissemination, and as an outreach to LEA's currently interested in enhancing programs and possibilities for LEP's and their respective parents. (See fourth project goal for additional details). Our trainees served as staff development experts capable of delivering valuable knowledge to school district personnel under the guidance of Mrs. Negron and Dr. Soto.

MASTER'S PAPER/PROJECT

RCLED 596 Individual Studies--Individualized guidance was provided for the completion of a Master's Paper by Dr. Lourdes Diaz Soto, Project Director and educational personnel at The Pennsylvania State University in accordance with the guidance set fourth by the Graduate School, student's interest, and the documented needs in the field of Bilingual/Early Childhood Education.

Figures 8, 9 and 10 show the titles of each Master's Paper completed by the graduates of COMP BI-ECE.

FIGURE 8

MASTER'S PAPERS COMPLETED BY TEACHER TRAINEES (1987-1988)

Albors-Melia, C. (1988). An exploration of play as a facilitator in bilingual young children's language learning.

Diaz-Casillas, O. (1988). A cross cultural comparison of children's play.

Erickson Sepulveda, E. (1988). Second language acquisition and the young child.

Frangioni, A. (1988). An exploration of three playgrounds: Traditional, creative, and adventure.

Mercado-Cruz, N. (1988). The bilingual educable mentally retarded child: A discussion of educational concerns.

Negron, A. (1988). A descriptive analysis of the contribution of the Puerto Rican home environment to the school adjustment of migrant children.

Ortiz Cruz, W. (1988). Factors affecting Puerto Rican students's drop out rates.

Rivera, J. (1988). An exploration of the young bilingual child's language acquisition and its relationship to social interactions.

Trias Lopez, M. (1988). A descriptive analysis of issues and trends affecting family life of the young bilingual child.

Vega Rodriguez, N. (1988). The identification and placement of young bilingual learning disabled children.

FIGURE 9

MASTER'S PAPERS COMPLETED BY TEACHER TRAINEES (1988-1989)

Colon, M. (1989). Historical overview of the cognitive effects of bilingualism in early childhood.

Garcia, M. (1989). The politics of bilingual education: As described in the media, 1986-1988.

Lopez, N. (1989). A description of two bilingual programs: Immersion and transitional.

Malpica, E. (1989). Selected factors related to teacher expectations.

Niccoli, S. (1989). Historical overview of selected legal cases influencing bilingual education parental concerns.

Nieves, M. (1989). Microcomputers and the young bilingual child.

Portuondo, M. (1989). The influence of play and play intervention in the cognitive development of young children.

Reyes, M. (1989). Developing childhood bilingualism in the home environment.

Serrano, C. (1989). Assessment issues affecting bilingual Hispanic young learners.

Soto, S. (1989). Second language acquisition theories and the young child.

FIGURE 10

MASTER'S PAPERS COMPLETED BY TEACHER TRAINEES (1989-1990)

Colyer, L. (1990). A whole language approach for young linguistically diverse learners.

Diaz, E. (1990). Young language minority intellectually gifted children.

Fontanez, L. (1990). English-only: A movement against bilingual programs?

Freytes, J. (1990). Developing positive attitudes toward sexual education in young culturally diverse learners.

Gates, V. (1990). Language of initial literacy instruction for students of linguistic minorities.

Gonzalez, M. (1990). The influence of bilingual educational strategies in the cognitive development of language minority children.

Hughes, K. (1990). Empowering Hispanic students for academic success.

Nieves, A. (1990). Teacher expectations and the young culturally diverse learner.

Smrekar, J. (1990). The effects of television viewing on the cognitive development of young bilingual children.

Stever, A. (1990). Interconnections of work ethics and leisure activities of the Amish of the Kishacoquillas Valley, Pennsylvania.

Figures 8, 9, and 10 indicate that the graduates of COMP BI-ECE have contributed to the Bilingual Early Childhood literature. The diversity of topics and interests indicate literature reviews examining second language learning, program models, special education, early childhood issues, bilingual issues, teacher expectations, Hispanic learners, parental concerns, assessment issues, reading methodology and research, health education, the role of television, and observations of young Amish in Pennsylvania.

These unique and valuable contributions are available at The Pennsylvania State University.

ORIENTATIONS

A series of on-campus and off-campus, school district orientations and workshops were planned for the teacher trainees. Informal group social activities are not included in the charts, but were also valuable in mentoring and creating a climate of trust and collaboration.

Figure 11 shows the Orientation Evaluation Form

FIGURE 11

Title VII COMP BI-ECE Program

Orientation/Inservice Evaluation Form

Inservice No: 1, 2, 3, 4, 5, 6, 7

Fecha: ____________________

Date: ____________________

Esta reunion fue: (marque uno solamente)
This meeting was: (check one only)

_____ Bien organizada (well organized)

_____ Proveyo oportunidad para la participacion activa de los estudiants (Provide students opportunity to participate actively)

_____ Interesante (Interesting)

_____ Estimulante (Stimulating)

_____ Importante (Important)

_____ Util (Useful)

_____ Latosa (Boring)

_____ Una perdida de tiempo (a waste of time)

_____ Desorganizada (poorly organized)

De acuerdo con mi impresion general de la reunion, la considero: (marque uno solamente)
According to my general impression of the meeting, I consider it: (check one only)

_____ Excelente (Excellent)
_____ Buena (Good)
_____ Regular (Fair)
_____ Mala (Poor)

Figure 12 shows the orientations, topics and outcomes of the 1987-1988 first year project. Figure 13 shows the orientations, topics, and outcomes of the 1988-1989 second project year. Figure 14 shows the orientations, topics and outcomes of the 1989-1990 third project year.

The Third Project Year allowed the opportunity to pursue issues affecting bilingual certification within the Commonwealth and to gain additional insights regarding American Indian and Asian learners. Each project year orientation included research knowledge as well as a trip to a model program e.g., SED Center, Two Way Bilingual, and Spanish Immersion. For many of our trainees trips to Harrisburg and to Washington, D.C. constituted their first experience in the Commonwealth's and our nation's capital. The Multifunctional Resource Center and the Georgetown Roundtable discussions proved exciting for the trainees. The trainees rated the orientations as valuable, interesting, important and well organized. Ratings ranged from excellent to good. The trainees noted that learning about the Carlisle School where American Indian children were interned, had the greatest emotional impact on them personally. We are grateful to the individuals who took time from their busy schedules to interact with our trainees and enhance their experiences.

It can be noted that orientations offered to the COMP BI-ECE candidates included both local, state, and nationally recognized expertise.

In conclusion, the reader will note that the first project goal to operate according to the proposed plan, a graduate bilingual early childhood teacher training program leading to a Master's Degree in Bilingual Early Childhood Education was met. The documentation indicates that: a) the trainees obtained 100% completion and 100% graduation rate; b) each trainee completed a Master's paper contributing to the bilingual/early childhood literature; c) each trainee participated in the field practica; d) each trainee completed the rigorous coursework with distinction; e) each trainee graduated with a Master's degree in Bilingual/Early Childhood Education. We would like to once again commend OBEMLA for helping the IHE to pioneer, initiate and implement a nationally recognized and unique colloborative program of excellence in Bilingual Early Childhood Education.

Insert Figures 12, 13, and 14 about here

FIGURE 12

ORIENTATIONS, TOPICS AND OUTCOMES (1987-1988)

Number	Topic	Location	Conducted by	Outcomes
1	Orientation to IHE	Penn State	Dr. Yawkey, Mr. Cano	Knowledge of resources
2	Coursework Orientation	Faculty Home	Dr. Yawkey, Dr. Soto	Course registration
3	Graduate Student life at PSU	Penn State	Graduate Students	Financial planning & word processing
4	Field Placements	Walking tour Lancaster community	Mr. Dockey, Bilingual Coordinator, Lancaster School District	Community Knowledge
5	Nation-wide Bilingual Services	Washington, DC	Bilingual Education Center: Dr. Santiago Dr. Willig Dr. Beard, Clearinghouse; OBEMLA officers including: Alicia Coro, Director.	Knowledge regarding resources, research, administrative practices
6	Bilingual Early Program Model SED Center	Washington, DC	Bilingual Education Center and SED Center.	Videotape
7	Pennsylvania Department of Education	Harrisburg	Migrant Education Office (Dr. Recio, Mrs. Jean De-Sabatino) and PDE's Bilingual Consultant: Ms. Myrna Delgado	Brochures, pamphlets and knowledge regarding resources, programs, procedures within the Commonwealth

FIGURE 13

ORIENTATIONS, TOPICS AND OUTCOMES (1988-1989)

Number	Topic	Location	Conducted by	Outcomes
1	Coursework Orientation	Penn State	Dr. Soto, Mrs. Negron	Course registration and community knowledge
2	Orientation - ERIC and other resources	Pattee Library, PSU	Library Personnel	Knowledge of available resources
3	Work Processing Skills	Penn State	Mrs. Negron	Knowledge of word processing sources
4	Nation-wide Bilingual Services	Washington, DC	Bilingual Education Center: Dr. Santiago; Clearinghouse Officers; Petraine Johnson (OBEMLA, Project Officer; and Dr. Ann Willig	Knowledge regarding resources, research, administrative practices
5	Bilingual Early Program Model - After School	Washington, DC	Ms. Ana Lado; School Personnel	Two Way Bilingual Program Model
6	Pennsylvania Department of Education	Harrisburg	PDE's Bilingual consultant: Ms. Myrna Delgado	Bilingual Resources, Programs and placement procedures within the Commonwealth
7	Field Placements	Bethlehem	Mrs. Iris Cintron, Bilingual Coordinator	Community and LEA orientation
8	Certification	Penn State	Mr. Dan Grow	Forms, applications, and procedures

FIGURE 14

ORIENTATIONS, TOPICS AND OUTCOMES (1989-1990)

Number	Topic	Location	Conducted by	Outcomes
1	Coursework Orientation	PSU	Dr. Lourdes Soto Mrs. Lillian Negron	Knowledge of sources, course registration
2	Orientation ERIC-Silver Platter	Pattee Library PSU	Mrs. Lillian Negron	Knowledge of available resources
3	Orientation Library resources	Pattee Library, PSU	Research Librarian	Knowledge of library resources
4	Influence of ethnicity on culturally diverse artists	PSU	Dr. Santa Barraza	Knowledge regarding the historical evolution of the Hispanic art during this century
5	Educating diverse Asian learners	PSU	Dr. Mai Tran, Director of Mid-Atlantic Multifunctional Resource Center in Silver Springs, Maryland	Knowledge about Asian families and children
6	Pennsylvania Department of Education	Harrisburg PA.	Ms. Myrna Delgado Bilingual Consultant; and Dr. Manul Recio Migrant Education	Information regarding bilingual services, programs and procedures within the Commonwealth of Pennsylvania.
7	American Indian learners	PSU	PSU's American Indian Program	Knowledge about American Indian traditions and the Carlysle School

FIGURE 14 (Continued)

ORIENTATIONS, TOPICS AND OUTCOMES

Number	Topic	Location	Conducted by	Outcomes
8	State Legislative Bilingual Issues	Harrisburg	Dr. Donald Carrol, Secretary of Education and Legislators within the Commonwealth	To examine the bilingual and bilingual certification issues
9	Advanced Field-Practicum	PSU	Dr. Lourdes Soto Mrs. Lillian Negron	LEA's need assessment and workshops designed
10	Certification procedures	PSU	Mr. Dan Grow, Director, Office of Certification	Forms, and application procedures
11	Georgetown Roundtable	Georgetown	Dr. Krashen, Dr. O'Malley, Georgetown Faculty	Research Knowledge
12	Model Program	Arlington, Virginia	Dr. Connie Cochran Mid-Atlantic Miltifunctional Resource Center	Visit to a model Spanish Immersion Program

In conclusion, it can be noted that the first project goal was met with 100% completion rate and 100% graduation rate. According to the proposed plan our graduate bilingual early childhood teacher training program leading to a master's degree in bilingual early childhood education was met with distinction.

Second Project Goal

The second goal of the project: To meet the needs of limited English-proficient children through certification of bilingual early childhood teachers for classrooms in the Commonwealth of Pennsylvania.

This project signals the first attempt to certify much needed certified bilingual early childhood personnel within the Commonwealth of Pennsylvania. The process of obtaining early childhood certification within the Commonwealth of Pennsylvania via The Pennsylvania State University includes the following:

1. Candidates must complete pre-approved coursework within early childhood and within interdisciplinary fields.
2. Application, payment of fees, and completion of the Pennsylvania Teacher Certification Test. There is a general educational knowledge portion and several specialization portions, e.g., early childhood.
3. A Special Education Examination is a unique requirement by the College of Education for all candidates seeking certification by The Pennsylvania State University. This examination may be obtained free of charge, by certification candidates at the Computation Center in Chambers Building, University Park.
4. The candidates seeking certification in Pennsylvania must obtain physical examinations and submit the necessary documentation to the Pennsylvania Department of Education. The Certification Office at The Pennsylvania State University is supervised by Mr. Daniel Grow.
   The Certification Office provides information, guidelines, and due dates for prospective teachers at the IHE.

Table 9 shows the current status of the certification process at the end of three project years (1987-1990) for the 30 graduates of COMP BI-ECE.

Table 9

Current Status of Certification Process (1987-1990)

Completed PA Teacher Certification procedures	30
Obtained PA Teacher Certificate.(1990)	20
Completed PSU & State Exam	30
Applied to Harrisburg with PSU Recommendation	30

Our commitment to mentoring and guiding our candidates through the certification process was met with success. It is important for IHE's to continue to pursue certification for bilingual teachers since according to O'Brien (1984) teacher examination and certification procedures are blocking entrance into the teaching profession for minority students.

School districts within the Commonwealth found our graduates to be especially attractive due to the certification process. In addition to the certification services the IHE also provided placement and job information to the trainees. We gave preference to trainees interested in serving the Commonwealth of Pennsylvania and foresee additional leadership capabilities from the COMP BI-ECE Graduates.

The following Tables 10, 11, and 12 document the current employment status of the graduates of Penn State's COMP BI ECE Project:

Table 10

Current status of COMP BI-ECE 1987-1988 graduates:

1. 's presently teaching bilingual/bicultural young prekindergarteners in The Commonwealth of Puerto Rico.
2. 's completing a Ph.D. Degree in The Department of Curriculum and Instruction at The Pennsylvania State University.
3. is teaching bilingual/bicultural kindergarteners in The Commonwealth of Puerto Rico.
4. is currently teaching young bilingual/bicultural learners in Bethlehem, Pennsylvania.
5. is a Teacher Supervisor in The Commonwealth of Puerto Rico.
6. is presently teaching bilingual/bicultural young learners in The Commonwealth of Puerto Rico.
7. is teaching bilingual/bicultural young children in Harrisburg, Pennsylvania.
8. is currently teaching bilingual/bicultural young children in Philadelphia, Pennsylvania.
9. is currently teaching bilingual/bicultural young children in a U.S. military base.
10. is currently teaching bilingual/bicultural young children in the state of Texas.

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Table 11

Current status of COMP BI-ECE 1988-1989 graduates:

1. is a doctoral candidate pursuing a D.Ed. The Department of Curriculum and Instruction at The Pennsylvania State University.
2. is currently teaching bilingual/bicultural young children at a U.S. military base.
3. is a doctoral candidate in the Department of Curriculum and Instruction at The Pennsylvania State University.
4. is currently teaching bilingual/bicultural young kindergarteners at a private school in The Commonwealth of Puerto Rico.
5. is presently teaching bilingual/bicultural young children in Bethlehem, Pennsylvania.
6. is a doctoral candidate pursuing a Ph.D. in The Department of Curriculum and Instruction at The Pennsylvania State University.
7. is presently teaching bilingual/bicultural young children in Bethlehem, Pennsylvania.
8. is presently teaching bilingual/bicultural young children in Bethlehem, Pennsylvania.
9. is employed by a University in Santo Domingo as a college student advisor.
10. is currently teaching bilingual/bicultural young children in Bethlehem, Pennsylvania.

Table 12

Current employment status of COMP BI-ECE 1989-1990 graduates:

1. is teaching young linguistically and culturally diverse learners in a U.S. military base
2. 's a doctoral candidate with the Department of Curriculum and Instruction at The Pennsylvania State University.
3. is teaching bilingual/bicultural young children in Bethlehem, Pennsylvania.
4. is supervising teachers in Puerto Rico and has applied for a doctoral degree in the Department of Health & Human Development at The Pennsylvania State University.
5. is teaching English as a Second Language (ESL) in the Commonwealth of Pennsylvania.
6. is currently teaching bilingual/bicultural young children in Lancaster, Pennsylvania.
7. currently teaching bilingual/bicultural young children in Texas.
8. is a doctoral candidate pursuing a Ph.D. in The Department of Curriculum and Instruction at The Pennsylvania State University.
9. is employed by Syracuse University advising intercultural/international college students.

Table 13

Summary Employment Status of COMP BI ECE Graduates (1987-1990)

Classroom teachers of young LEP students: Within the Commonwealth (9) State of Texas (2) U.S. Military base (3) Puerto Rico (4)	18
Doctoral candidates within the Commonwealth	7
Supervising teachers of LEP students	2
ESL teacher within the Commonwealth	1
Employed by an IHE New York (1) Santo Domingo (1)	2
	N=30

Table 13 shows that all of Penn State's COMP BI-ECE graduates are helping to meet the needs of limited English proficient learners. Our initial expectations were surpassed by our candidates who are working in classrooms, pursuing doctoral degrees, supervising as master teachers and employed by IHE's. Eighteen of the graduates are classroom teachers, seventeen graduates currently reside within the Commonwealth (9 teachers, 7 doctoral candidates, I ESL teacher), seven graduates are pursuing doctoral degrees, two graduates are master teacher supervisors, and two candidates have been employed by IHE's to advise culturally and linguistically diverse college students. We are proud of COMP BI ECE's graduates currently contributing to the educational needs of bilingual/bicultural young learners. Our pioneering effort to serve the Commonwealth of Pennsylvania has included service to the nation. Our program has met the Commonwealth School District needs as noted on Yawkey's

1986 survey of zero percent bilingual early childhood certified personnel. The fact that candidates have pursued doctoral degrees at Penn State is an indication of commitment and institutionalization on behalf of our bilingual-early childhood graduates by the IHE.

In conclusion, it can be noted from the documentation that the pioneering efforts to certify bilingual-early childhood teachers within the Commonwealth have met with success and has far surpassed our initial expectations.

Third Project Goal

The third goal of the project: to develop and implement a model for providing services between IHE's and LEA's in the Commonwealth of Pennsylvania, thus linking institutions for the benefit of LEP children, their parents, and their communities.

This goal was met by following four basic procedures:

a) conducting needs assessments;
b) analyzing LEA data;
c) designing a tailor-made program; and
c) implementation of the model.

The initial identification of school districts (LEA's) within the Commonwealth of Pennsylvania serving the greater number of LEP students conducted by the Pennsylvania State Department of Education (1986) was used as a basis for mailing the needs assessment questionnaires.

Year 1 (1987-1988) the needs assessment questionnaires were sent to the School District Administrators; Year 2 (1988-1989) the needs assessment questionnaires were sent to personnel within the districts working directly with LEP populations e.g. Bilingual coordinator, ESL coordinator, or Bilingual teachers; and Year 3 (1989-1990) questionnaires and requests for specific workshop needs were sent to the School District Superintendents. We would like to thank the individuals who responded in a timely manner and supported our service model.

Table 14 indicates that there are 21 languages represented in the 38 school districts surveyed with Spanish being present in 18 of the districts. There is a tremendous amount of linguistic diversity within the Commonwealth with Spanish speakers comprising the greatest share of young LEP students. Table 15 shows the majority of the districts employ ESL pull-out programs, more than one program and some bilingual self-contained classrooms. Table 16 shows the types of teaching staff working with young native speaking children are usually ESL helping to service the

ESL pull-out programs. Table 17 indicates that the school districts were interested in receiving information from the COMP BI-ECE program in a variety of ways. We sent written information provided workshop experiences, and participated as practicum sites.

Table 18 indicates a continued need for teacher training and an interest in a wide variety of topics. Since Year 1 and Year 2 incorporated practicum sites, (Bethlehem and Lancaster), parent education, (Bethlehem and Lancaster), and sharing of research literature (newsletter), we decided upon a drive-in workshop service approach for Year 3. The latter afforded the ability to service ten school districts and additional networking/information sharing. Prior to delivering the drive-in workshop service we followed up our written requests with telephone contacts and telephone arrangements.

Insert Tables 14-18 about here

Needs Assessment Survey of Service to School Districts by COMP BI-ECE Program (Year 1)

Table 14

Languages Spoken by School Districts Surveyed

Language Spoken	# of School Districts
Arabic	1
Belgian	1
Cambodian	5
Chinese	3
Greek	1
Gujarati	2
Hindi	1
Italian	5
Japanese	1
Khmer	1
Korean	6
Laotian	1
Polish	1
Portuguese	1
South East Asian	1
Spanish	18
Swedish	1
Tagalog	1
Urdu	1
Vietnamese	11
Yugoslavian	1

Summary	Totals
Number of School Districts Surveyed	38
Number of Young Native Speaking Children Served	2,737
Number of Languages Spoken	21

Table 15

Delivery Systems Currently Used by School District serving Young Native Speaking Children (Year 1) COMP BI-ECE

System	
Bilingual Self-Contained Classrooms	4
Transitional Classrooms	3
ESL (pull-out)	24
Mainstream	10

Other	Totals
(I) Combination	1
(2) Sheltered English	1
(3) Tutorial	1

Table 16

Types of Teaching Staff Currently Working With Young Native Speaking Children (Year 1) COMP BI-ECE

Type of teaching staff	
Bilingual Teaching Staff Employed by the District	7
ESL Teaching Staff Employed by the District	25
Bilingual Specialists from Intermediate Units	0
Others	6

Table 17

Services Offered by COMP BI-ECE Program that the School Districts Surveyed Would Consider to be Most Helpful in Serving Young Native Speaking Children (Year 2)

Services	
As Practicum Sites	5
Inserving the Staff	9
Sending information	15
As Voluntary/Unpaid Consultants	11
Helping - monitor the performance of young native speaking children	6

Table 18

Service Requested by School Districts Serving Young Bilinguals/Bicultural Learners of COMP BI-ECE (Year 3)

Selected Items	# of School Districts	Response
1. What type of service would you like your school district to receive in order to better serve young second language learners?	28	Teacher Training
	14	Parent Education
	21	Child Oriented Services
		Rank Order Responses
2. Rank the following topics of interest for your district.	33	Collaborative Research (39%)
	31	Curriculum Planning (38%)
	31	Classroom Methodology (22%)
	29	Program Implementation (15%)
	29	Parent Education (13%)
3. How can Penn State's COMP BI-ECE Program assist you with your needs?	25	Assessing Young Learners for Placement (30%)
	23	Staff Development (28%)
	22	Designing Programs (26%)
	21	Parent Education (15%)
	20	Materials Development (13%)

In order to address the needs expressed by the LEA's the IHE designed a method of implementation with the assistance of the teacher trainees. The teacher trainees designed the drive-in workshops for the chosen school districts and community agencies within the Commonwealth. The school districts and geographic locations serviced include: Harrisburg (x2), Reading (x2), Allentown, Norristown, Hershey, Hummelstown, and two parent school district community agencies. Through the use of the drive-in workshops the specific informational needs were addressed. Additional information via the newsletter entitled "Instructional Approaches for Bilingual Young Learners" also continued to link the IHE with LEA's.

The following topics are examples of the drive-in workshops provided by the trainees:

1) Research in Bilingual Education and Second Language Learning
2) Assessing Young Second Language Learners
3) Integrating Ethnic Diversity in the Curriculum
4) Minority Gifted Students
5) Myths and Misconceptions About Bilingual Education
6) Practical Suggestions for Teachers of Minority Language Students
7) A brochure (was developed by the trainees) describing the role parents can play in enhancing reading for language minority students
8) Parent Involvement in Bilingual Early Childhood Education

Insert Figure 15 about here

Figure 15

Date ____________________

School District ______________

COMP BI-ECE Workshop Evaluation Form

1. Did you benefit from this workshop? Why or why not?

2. Did this workshop meet your needs? In what way? If not, why not?

3. Did the workshop deliver the information that you were expecting?

4. What did you consider to be the positive aspects of the presentation?

Please circle the appropriate answer for the following questions:

6. Did the speakers use clear and understandable language?

always usually sometimes never

7. Were terms and concepts explained adequately?

always usually sometimes never

8. Was the workshop organized in a logical way?

always usually sometimes never

9. Were your questions answered satisfactorily?

always usually sometimes never

10. Did you feel that the presenters were adequately prepared?

definitely usually somewhat not at all

Kathleen Hughes
Jocelynn Smrekar
Margarita Gonzalez

Figure 15 is the workshop evaluation form designed by the teacher trainees. The individuals serviced indicated a positive experience and felt that the trainees were well prepared. This service approach was valuable and requires advanced preparation, coordination, and follow-up.

The four step procedure initiated by COMP BI-ECE was valuable in meeting the needs of the LEA's and linking LEA's to the IHE, for and dissemination of specific informational requests on behalf of LEP children, their parents and their communities. In conclusion it can be noted that the third project goal was met by creatively linking and serving LEA's by the IHE. This exciting component of the program was facilitated by the central location of The Pennsylvania State University within the Commonwealth of Pennsylvania.

Fourth Project Goal

The fourth goal of the project: To develop and implement a statewide system of networking.

In order to develop and implement a statewide system of networking a variety of approaches were pursued:

a) Newsletter distribution to LEA's throughout the Commonwealth;

b) Communication in the media (newspapers) regarding Penn State's COMP BI-ECE Project;

c) Needs assessments and questionnaire to LEA's;

d) Personal contacts with agencies at the Pennsylvania Department of Education: The Migrant Education Program; Bilingual Coordinator, Ms. Myrna Delgado; and the Secretary of Education, Dr. Donald Carrol;

e) Community agencies at the state and local level: Governor's Advisory Council on Hispanics, and Reading Latino Affairs Commission;

f) Delivery of information based upon expressed needs via workshops; and

g) Publications in professional journals and presentations to nationally recognized organizations.

In addition to state wide contacts, the project has been disseminated at the national level to organizations interested in Bilingual/Early Childhood concerns: National Association of Bilingual Educators and the National Association for the Education of Young Children. Interest about the collaborative nature of the program has sparked informational requests from states within our nation (Texas, New York, Connecticut) and from abroad (Canada, Australia, Russia). The project has initiated a statewide system of networking and in addition has gained national and international recognition. The project has been well received and has included continued networking on behalf of young LEP, their families, and their communities.

The fourth project goal was met within the Commonwealth as well as the national and international level.

Fifth Project Goal

The fifth goal of the project: To recruit and select bilingual parents of young LEP children to participate with training of bilingual early childhood teachers as part of their training in the module "Bilingual Parents as Early Childhood Educators."

The "Bilingual Parents as Early Childhood Educators" has afforded Penn State's COMP BI-ECE Project trainees a unique opportunity.

First Project Year (1987-1988) a collaborative parent education component was designed and implemented with the assistance of the Pennsylvania Department of Education's Migrant Education Office. Twenty parents of young LEP students were selected and visited in their homes by the teacher trainees. We traveled on a weekly basis during the spring semester from Penn State to the Lancaster area. When the trainees completed their morning teaching assignments in the Lancaster School District, afternoon and some evening home visitations began. The Migrant Program coordinators and the parents of young LEP's shared information and insights with the candidates freely. The trainees designed and implemented needs assessments and administered questionnaires to parents. We felt that a tailor made parent education component would help to eliminate deficit stereotypical notions prevalent regarding LEP parents. The teacher trainees designed and completed the following modules:

a) The Purpose and Nature of Bilingual Education;
b) The Law and Legal Rights of Parents;
c) Understanding Your Child's Academic Progress;
d) Services Available from Non-School Agencies and;
e) Making Instructional Materials at Home.

The modules are available in Spanish and English. We have submitted a sample module to the ERIC Clearinghouse of information on Bilingual Education twice.

The trainees observed parents as they delivered instruction to their respective LEP children with the Home Visit Form and taught the ten desirable teaching behaviors advocated by Olmstead, Webb, and Ware (1977).

1. explain what you are going to do
2. give learner time to become familiar with materials
3. ask questions which require more than one answer
4. ask questions which require multiple word answers
5. encourage learner to expand answer
6. allow learner to ask questions
7. give learner time to think
8. allow learner to make judgments based on evidence
9. praise learner when does well (or takes small steps)
10. let learner know if answer is correct/incorrect in a positive/neutral manner.

The trainees also attended the Pennsylvania Migrant Parents meetings where parents shared thoughts and ideas for the trainees who were considered to be "fellow bilinguals" embarking as role models for young LEP children.

Second Project Year (1988-1989)

The participation with parents was intensified and enhanced when teacher trainees lived in the community of Bethlehem, PA. This concentrated experience afforded additional community insights for the trainees who have made long lasting friendships with professionals and parents alike. The Bethlehem School District has been a strong supporter and collaborator with Penn State as a result of Project Piaget contacts initiated by Dr. Thomas Yawkey, Associate Professor of Early Childhood

Education. This school district has expressed interest in our graduates by hiring them a classroom teachers. The trainees expressed a strong desire to be able to help and serve parents of LEP young children.

Third Project Year (1989-1990)

We were able to include parent education as a part of the drive in workshops by visiting LACASA DE LA AMISTAD in Harrisburg, PA and to parents in Reading, PA; and via the dissemination of information to LEA's throughout the Commonwealth. Year 3 budgetary adaptations restricted our ability to travel for extended periods of time in order to implement our parent education model; but we continued to address parent education needs in creative ways. Our trainees completed a course on parent-home and community participation and integrated important information via coursework and the dissemination of information to parent-community agencies.

The fifth project goal was met by designing, implementing, and disseminating a Bilingual Parent Education Model. Our collaborative and non-deficit approach has been adapted by the University of Hawaii. Again we feel that we surpassed our initial intent as evidenced by the opportunity to conduct research.

The data sets obtained during the three year cycle provide opportunities for additional considerations of how teachers perceive child development and parenting. The importance of allowing teacher trainees an opportunity to reflect upon their own beliefs is emphasized in light of the need to educate reflective practitioners capable of self examination and self enhancement.

Summative Evaluations

Teacher Trainees - Table 1 - presents the interview format used to ascertain summative information from the teacher trainees' perspective. We asked the trainees to relay how the program helped them to fulfill their goals and what were the strongest elements of COMP BI-ECE. The trainees are supportive of the program and continue to express self enhancement and self actualization as strong components of COMP BI-ECE. The rigorous coursework was cited as a strength but a longer time frame for completion is requested e.g., extending the calendar year concept. The trainees express gratitude to OBEMLA and Penn State; while those of us who worked closely with the trainees feel that they have touched our lives. The unique opportunity of working with teachers and leaders in Bilingual-Early Childhood Education is heart warming affording an optimistic view of the future possibilities available to young bilingual/bicultural children and their respective families and communities.

Professional growth and personal self-enhancement continue to be included as a strength of the program by the trainees (See Results of First Year Project, 1987-1988 and Results of Second Year Project, 1988-1989).

Insert Figure 16, 17 about here

Figure 16

COMP BI-ECE
Teacher Trainees' Interview
Summative Evaluation 1
1989-1990

1. How did Penn State's COMP BI-ECE Project help you to fulfill or enhance your professional goals?

2. What do you consider to be the strongest elements of Penn State's COMP BI-ECE Project? (What future adaptations would you recommend?)

3. What are your future professional goals?

Figure 17

Teacher Trainees' Interview
Summative Evaluation 1
1989-1990

1. **How did Penn State's COMP BI-ECE Project help you to fulfill or enhance your professional goals?**

   My professional goal is to make a difference in the lives of young non-English speaking students. I feel that this program did help to enhance my knowledge in the areas of bilingual education, parent involvement, and early childhood education. In my opinion, these are crucial areas for understanding the needs of LEP students and their families. By becoming better informed about the current issues in these areas, I hope to be able to provide the best possible education for these and all other students I am associated with. I feel strongly that this program has better equipped me to make a difference in the lives of the children who I am responsible for educating.

2. **What do you consider to be the strongest elements of Penn State's COMP BI-ECE Project? (What future adaptations would you recommend?)**

   In my opinion, the director of the program is the most important and strongest element of it. Dr. Soto is a very knowledgeable and capable person who carries out her professional duties with a strong sense of interest and concern for the well-being and professional growth of each of the trainees. She capitalizes on the diversity of the students in the group in order to provide an interesting and stimulating program. In this way, she allows for the freedom of individual students to pursue and explore their own study in areas of interest/needs. This is accomplished through a delicate balance of guidance and compassion, which I consider to be very unique in a university setting.

For me, it was an honor and privilege to be a part of this unique program. I feel that the bilingual element was the most beneficial for my own professional growth.

3. **What are your future professional goals?**

My future professional goal at the present is to be an informed educator, capable of making decisions in the best interest of the students I am serving. At a later date, I may decide to pursue studies for my doctorate degree. This program has most definitely contributed to my professional growth and broadened my educational perspective. It has greatly enhanced my educational foundation upon which I intend to continue to build, regardless of the position in which I may be.

Teacher Trainees' Interview
Summative Evaluation 2
1989-1990

1. **How did Penn State's COMP BI-ECE Project help you to fulfill or enhance your professional goals?**

   I will be certified in Early Childhood which was one of my goals. I feel I am now in a good position to help Hispanic students with my knowledge of Bilingual Education. My skills are more marketable and, because I am in a field that has a growing teacher shortage, I will have little difficulty obtaining employment.

2. **What do you consider to be the strongest elements of Penn State's COMP BI-ECE Project? (What future adaptations would you recommend?)**

   The strongest element is the dedication of Dr. Soto! The program was well coordinated and needs to be continued. Dr. Soto needs additional personnel and funding needs to be increased to include all the books.

3. **What are your future professional goals?**

   My professional goals are to obtain a Ph.D. in early childhood, continuing my interest and knowledge of bilingual education, and to teach in a research University. I want to add to the literature in early childhood and Bilingual education The program certainly helped me discover where my interests are and was the first leg of the journey for me.

Teacher Trainees's Interview
Summative Evaluation 3
1989-1990

1. **How did Penn State's COMP BI-ECE Project help you to fulfill or enhance your professional goals?**

   This project helped me to enhance my knowledge in the field of early childhood education and to learn about the philosophy and implementation of bilingual programs in the United States, in order to meet the educational needs of children from minority language. Through this project I accomplished my goal to acquire a masters of education for a better performance in the field.

2. **What do you consider to be the strongest elements of Penn State's COMP BI-ECE Project? (What future adaptations would you recommend?)**

   I consider that the courses of study are the strongest element of the project. I also consider that if all the courses required for the year 1989-90 will continue to be a requirement for this project, the time should be extended. The amount of work and requirements to achieve in just one year causes high level of stress and impedes a better performance.

3. **What are your future professional goals?**

   My professional goals are to acquire new experiences and to implement my knowledge in the field of bilingual early childhood education, teaching children from minority languages and working with parents and other members of the community. I wish to continue to conduct research in bilingual education.

Teacher Trainees' Interview
Summative Evaluation 4
1989-1990

1. **How did Penn State's COMP BI-ECE Project help you to fulfill or enhance your professional goals?**

   The program was instrumental in helping me to learn the strategies and theories behind bilingual education. I have learned more about the special needs of bilingual individuals and how they interact in society. The coursework has enhanced key career opportunities in the areas of international student and business relations.

2. **What do you consider to be the strongest elements of Penn State's COMP BI-ECE Project? (What future adaptations would you recommend?)**

   The vast amount of learning experiences (i.e. Washington and Georgetown) also the varied coursework. Future adaptations should include a longer time frame.

3. **What are your future professional goals?**

   My goals include working in higher education on behalf of culturally and linguistically diverse people.

Teacher Trainees' Interview
Summative Evaluation 5
1989-1990

1. **How did Penn State's COMP BI-EÇE Project help you to fulfill or enhance your professional goals?**

   The project has helped me to feel confident in my knowledge about bilingual education, methods and issues as well as current research--this program gave me that confidence and fluency in all of these areas.

2. **What do you consider to be the strongest elements of Penn State's COMP BI-ECE Project? (What future adaptations would you recommend?)**

   It provided excellent background in theory, research, methods, outcomes. It introduced students to organizations, professional meetings, journals and familiarized students with prominent researchers. It provided much support, both academic and emotional. Recommendations: Although I realize funding limits dictate the scheduling, it would be better to allow the program to last I I/2-2 years with less credits per term.

3. **What are your future professional goals?**

   I plan to teach in a two way bilingual program. I plan to disseminate accurate information about bilingual education and to eventually teach teachers interested in becoming involved in bilingual education. The program did help to enhance my goals.

Teacher Trainees' Interview
Summative Evaluation 6
1989-1990

1. **How did Penn State's COMP BI-ECE Project help you to fulfill or enhance your professional goals?**

   COMP BI-ECE Project helped me to fulfill my professional goals by affording the opportunity to be in contact with the most recent research and information related to bilingual education. It provided me with the knowledge and professional degree to do better work in the education of young children, especially those who are limited English proficient.

2. **What do you consider to be the strongest elements of Penn State's COMP BI-ECE Project? (What future adaptations would you recommend?**

   Of the strongest elements of Penn State's COMP BI-ECE Project is the shared commitment by its members and superior staff (Dr. Soto). Another important element is the excellent selection of courses that help us to gain a broad, clear picture of the education of young language minority students. I recommend additional personnel and resources on behalf of Dr. Soto.

3. **What are your future professional goals?**

   My future professional goals are to continue with my doctoral studies and at the same time, work directly with LEP students. COMP BI-ECE Project helped me to decide what I really want to do as a professional. It gave me the chance to have higher expectations and more self confidence.

Teacher Trainees' Interview
Summative Evaluation 7
1989-1990

1. **How did Penn State's COMP BI-ECE Project help you to fulfill or enhance your professional goals?**

   Penn State's COMP BI-ECE Project has prepared me to work with children who have a wide range of learning styles. I feel more confident about myself as a teacher and I believe this will help me to acquire a teaching position where I will put it all to use.

2. **What do you consider to be the strongest elements of Penn State's COMP BI-ECE Project? (What future adaptations would you recommend?)**

   The courses complementing the early childhood and bilingual education courses (e.g., sociolinguistics, learning theories) are strong elements of the project. These courses helped me to form a holistic view of children.

   I would recommend a course on technical writing. Although many of us had experiences at writing in the past, it was quite different at the graduate level.

3. **What are your future professional goals?**

   My future professional goal at this time is to seek a secure teaching position in which I will put to use what I have learned. I hope that the district in which I will be employed offers much professional growth so that I may develop, through exposure to new areas, additional goals for my future. The program has helped me to strongly enhance my goals.

Teacher Trainees' Interview
Summative Evaluation 8
1989-1990

1. **How did Penn State's COMP BI-ECE Project help you to fulfill or enhance your professional goals?**

   I gained knowledge about bilingual and early childhood while enhancing my language (English) skills.

2. **What do you consider to be the strongest elements of Penn State's COMP BI-ECE Project? (What future adaptations would you recommend?**

   I think the strongest element of this program is the integration of both the bilingual and early childhood components. I recommend a time extension of the program because there is a tremendous amount of knowledge to be acquired.

3. **What are your future professionals goals?**

   I plan to work as a bilingual teacher for a couple of years and then start my Ph.D. in Health Education. My goal is based on the great necessity for health educators among the Hispanic community.

Teacher Trainees' Interview
Summative Evaluation 9
1989-1990

1. **How did Penn State's COMP BI-ECE Project help you to fulfill or enhance your professional goals?**

   I gained valuable knowledge about bilingual education as well as the many related misconceptions surrounding this field. This was an eye-opener for an experienced educator like myself.

2. **What do you consider to be the strongest elements of Penn State's COMP BI-ECE Project? (What future adaptations would you recommend?**

   The strongest element was the acceptance of each one of us as individuals. The guidance and encouragement led us to have faith in ourselves and in each other. I recommend less coursework or more of an extended year.

3. **What are your future professionals goals?**

   I will be employed by a military base where knowledge of language and culture is vital for young learners and for our national interest.

Teacher Trainees' Interview
Summative Evaluation 10
1989-1990

1. **How did Penn State's COMP BI-ECE Project help you to fulfill or enhance your professional goals?**

   This was the most important educational experience in my life. It was a lot of hard work but it enriched me as a teacher and as a person. it has helped me to fulfill my dream (Master's Degree) and to become a master teacher.

2. **What do you consider to be the strongest elements of Penn State's COMP BI-ECE Project? (What future adaptations would you recommend?**

   Dr. Soto's encouragement through a difficult personal situation helped me to complete the program. Students who's first language is not English should be given an extra semester to learn the language.

3. **What are your future professionals goals?**

   Working in a college of education means that I can help to train future teachers just like the COMP BI-ECE Project.

Parents

The parents involved in the Parent Education Component (see End of Year 1 Results and End of Year 2 Results) participated in a collaborative non-deficit approach. Parents have a tremendous amount of knowledge as life-long learners which can be shared with teachers and schools, if partnership relations are enhanced. The University of Hawaii has found our collaborative model useful and has replicated the model.

Insert Year 1 & Year 2 Articles

We found that both parents and teachers benefited from this model and recommend additional replication. The information shared helped to benefit the trainees, parents, and young LEP learners. It will be important to pursue non-deficit parent education models in our nation so that culturally and linguistically diverse people can be seen in a positive light.

Local Educational Agencies

The LEA's participating in the needs assessment data indicated a willingness to collaborate with the COMP BI-ECE Program and requested information and specific workshops. Year 1 included collaboration with Lancaster, PA and the Migrant Education Program. year 1 of the project received informational requests within the Commonwealth; Year 2 serviced Bethlehem, PA and Bethlehem parents; while Year 3 received N=35 specific informational requests. We serviced the following school districts and community agencies via drive-in workshops (Year 3) (see descriptions of field practicum): Reading, Harrisburg, Norristown, Hershey, Hummelstown, Allentown, Reading parent group, Harrisburg parent group. *Note that Lancaster and Bethlehem received service during Year 1 and Year 2. The data indicate the following sample comments:

A Collaborative Bilingual Parent Education Program

by Lourdes Díaz Soto

The Pennsylvania State University received funding from the Office of Bilingual Education and Minority Language Affairs for a Comprehensive Bilingual Early Childhood Teacher Training Program in 1987. At the present time there are ten bilingual masters level trainees involved in rigorous course work as well as field practicum experiences.

The program has five objectives (Yawkey, 1987):

1. To operate a graduate bilingual teacher training program which leads to a master's degree in bilingual early childhood education.
2. To meet the needs of limited English proficient children through certification of bilingual early childhood teachers for placement in classrooms in the commonwealth of Pennsylvania.
3. To develop and implement a model for providing services between institutions of higher learning and local educational agencies in Pennsylvania thus linking institutions for the benefit of limited English proficient children, their parents, and their communities.
4. To continue to develop and implement a statewide system of networking.
5. To recruit and select bilingual parents of young LEP children from Title VII Project PIAGET school districts to participate with training of bilingual early childhood teachers as part of their training.

The parent education component (objective #5) has become a colloborative effort between the Institution of Higher Education (The Pennsylvania State University) and the Pennsylvania Migrant Education Program. Communication was established between the Institution of Higher Education and the State Department which resulted in brainstorming implementation strategies for the parental component. Further refinement and cooperation was established between the Institution of Higher Education and the local Migrant Education Office. The local agents provided realistic guidelines for establishing rapport between migrant parents and the teacher trainees. Initial identification of bilingual migrant parents, personal contact, and initial explanations about the parental component were established by the local Migrant Education Office. Two migrant bilingual parents of young LEP children have been assigned to each teacher trainee. The teacher trainees have received orientation from both the State Agency and the Institution of Higher Education with regard to migrant parents and appropriate parental interviewing techniques. The trainees have designed and administered a needs assessment to their respective parents.

The results of the needs assessment were reviewed by the trainee and the Project Director in order to design appropriate educational strategies and to meet the needs of the parents. At the present time the trainees are

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designing the following modules: (1) The purpose and nature of bilingual education; (2) The legal rights of parents and students in bilingual programs; (3) The academic progress of my child; (4) Obtaining services from non-school agencies; (5) Instructional materials and approaches at home. Parents receive individual and personal attention from their trainee in order to address the needs assessment. The teacher trainee receives information and gains knowledge about parenting and family life.

Six training workshops are being designed plus individual plans for the parents. The teacher trainees teach their respective parents the Ten Desirable Teaching Behaviors (Olmsted, Webb, Ware, 1977), and the parents in turn teach an activity to another parent or child. The parents participate in simulations, provide feedback to their assigned teacher trainee, and share information for individual log books. The final step will be to assess the parental teaching techniques by observing the parents at home with their child.

The local Migrant Office has expressed an interest in following up the activities provided by this program. This is an indication that such a collaborative approach can be successful not only for the institution state/local agency, teacher trainees but for the individuals who are the focal point of our joint endeavor: the parent-child dyad. We hope that parents involved in the project this year will be able to execute training approaches with a new set of parents the following year.

A special note of thanks is extended to Velma Robinson, OBEMLA Project Officer; Jean DiSabatino and Manuel Recio, Pennsylvania's Migrant Education Office; Lancaster Migrant Education Personnel; and Cecil R. Trueblood at The Pennsylvania State University. We also wish to thank the parents and children for their enthusiastic support.

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The Results of a Parental Needs Assessment Conducted with Puerto Rican Mothers of Young Limited English Proficient Children

by Lourdes Diaz Soto

Introduction

There is a need for carefully planned parent education programs which address specific and individualized parental needs. In a culturally diverse society where our "schools are going to be majority minority by the year 2000" (Lyons, 1988); it is evident that a pluralistic philosophy needs to be incorporated as an integral part of parent education programs. Laosa (1983) addressed the historical content of a deficit social pathological philosophy in parent education and stated: "To some, the current parent education movement seems yet another attempt to melt away sociocultural diversity by imposing one group's standard of parenting over the others" (p. 337). Existing parent programs are pre-packaged for mass markets; they may impart a "deficit" philosophy which makes culturally diverse parents feel inadequate, and they assume that the educator/professional is the "parenting" expert. Creative alternative programs which ascertain parental needs, existing child rearing practices, and culturally congruent educational strategies are advocated.

The purpose of the present investigation is to report the results of a parental needs assessment which served as a pre-intervention strategy. Hess (1980) implied that parent education is not likely to be effective until individual situations are taken into account. That parent needs assessments are rarely conducted and that parents of different cultural groups have different goals for parenting and child rearing was noted in an extensive review conducted by Dembo, Sweitzer, and Lauritzen (1985). The needs assessment interview in this investigation was obtained in order to anticipate individual informational needs, plan an individualized and tailor-made parent education component, and begin to explore culturally congruent educational approaches for culturally diverse parents.

Results from this study should be viewed as preliminary (similar to a "pilot project" approach) in need of further exploration, larger sampling, and further instrument refinement. The questions for the interview incorporate a philosophy which advocates the notion of parents as partners in the educational process of their children at home, school, and in the community. Researchers (Bloom, 1964; Coleman, 1966; Diaz Soto, 1986; Laosa, 1982; Marjoribanks, 1987; Walberg, 1984) in the past have noted the importance of home environment process variables for children's academic achievement and the need for home-school continuity.

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Methods

Twenty Puerto Rican migrant parents residing in an eastern-urban Pennsylvania area were selected with the assistance of the local Migrant Education Program. The interviews (N = 20), ascertaining individual parental needs regarding home-school-community participation, with mothers of young limited English proficient children are reported. The mothers interviewed had at least one child attending preschool through third grade, were primarily homemakers, were relatively recent arrivals to the mainland (five years or less), ranged in educational levels from elementary through college degrees, lived in homes considered to be of lower socio-economic levels (as measured by the Hollingshead Four Factor Index, 1976), and were for the most part participating in intact family lives, with the exception of four single female headed families.

Open-ended questions ascertaining informational needs and perceptions regarding home-school-community participation were offered in both Spanish and English. It was hoped that the open-ended face-to-face interviews would allow respondents to provide ample information without the limitations imposed by prescribed, narrow choices. The interviews were conducted in the homes of the participants by graduate bilingual students of Puerto Rican heritage studying at The Pennsylvania State University's Comprehensive Bilingual Early Childhood Teacher Education Program (Title VII, OBEMLA).

Interview Results

The following information includes the recurrent themes present in the descriptions provided by mothers of young limited English proficient children about their individualized informational needs regarding home-school-community participation.

1. The most common responses relating the type of information considered most important for parents of young children to receive includes a) consistent information from schools regarding the academic progress of their children, and b) information regarding specific techniques for parents to use at home in order to help their children develop good study habits.
2. The responses regarding information that parents can share with schools were concerned mainly with a) children's behavior and academic progress, b) health concerns, and c) individual personality characteristics.
3. The participants were asked to relate the types of information that parents can share with other parents. The responses included a) providing "consejos"/advice regarding children's educational needs (e.g. "encourage children to stay in school," "encourage organized after school activities," "learn about preventing drug abuse"), as well as b) ways of enhancing parent/child relationships by learning to deal with specific situations and problems.
4. When asked how parents can become more involved in schools, the parents suggested a) attending "reuniones"/meetings, b) visiting the

school, c) offering to help with activities, d) mutual communication, and e) forming committees.

5. How involved should parents be in the education of their children? In what ways? The responses to these questions may be categorized into four areas: a) helping children with homework, b) spending time with children, c) obtaining information from school, and d) communication with teachers.
6. The parental perceptions of what the school's role should be included a) educate children in all areas, e.g. becoming self-sufficient, by providing good role models, b) include parents in the education of their children, and c) become more aware of Hispanic needs.
7. The parents interviewed in this investigation indicated that the community could be helpful to them by a) providing orientation regarding resources and issues, and b) organizing activities involving parents; c) Other responses included — educating children, addressing Hispanics' needs, providing role models, translating information into Spanish, and supporting programs such as the Migrant Education Program.
8. When asked to choose from among a list of topics which they would be most interested in learning more about, the parents chose a) parental strategies helpful to children at home, b) my child's academic progress, c) the nature and purpose of bilingual education, d) local services/agencies and resources available, and e) the legal rights of parents and students in bilingual programs.
9. Regarding the services available in the local community, the respondents asked to receive more information regarding a) publicly assisted housing, b) health services, c) adult/high school equivalency programs, d) special education and child care providers, and e) employment and training services.
10. When the parents were asked to share their main concerns about their children, they were inevitably school related as exemplified by the following phrases: "do well in school," "learn good English," "good academic progress," "continue to pursue an education," "is my child slow?," "I'm afraid to send my child to school because of the drug problem." One notable exception voiced a concern for the child's health.
11. What is your greatest accomplishment as a parent? a) Ten responses were school related, e.g., "helping my child have an interest in school.", b) four responses were general statements, e.g., "caring for my children," "having healthy children," and setting a good example/being a good role model," and c) two responses were goal related, e.g., "helping my children reach their goals and stimulating and motivating my children so they can accomplish their goals."
12. When asked, "what is your child's greatest accomplishment?" thirteen parents indicated school related achievements such as: "learning to read," "has learned English," "selected outstanding student of the month," and "is interested in reading."

13. What advice would you like to give parents living in your community? a) Twelve respondents felt that parents in their community should take an active/participatory role in their child's education, b) while four respondents felt that it is imperative for parents to "watch" or supervise their children well; c) one respondent would advise parents to maintain an atmosphere conducive to communication.
14. When these parents were asked what their greatest barrier has been, fifteen stated that language ("el idioma," "Ingles," "afraid to speak English") has posed the most difficulty for them.
15. What contribution would you like to make to the community? The parents interviewed shared their willingness to a) share their own experiences and advise with other parents, b) share time, friendship, and cordiality, and c) "whatever is needed."
16. When asked, "what do you aspire for your family's future?" a) most (fifteen) parents related high educational aspirations for their children, b) owning a home, and c) the ability to travel.
17. How can your plans become a reality? a) Nine parents felt that education, studying harder, and finishing school are the avenues for a brighter future; b) four parents felt that perseverance and working "harder" would turn their hopes into reality, while c) four parents felt that a cooperative, loving, and positive attitude is the solution.

Discussion

The recurrent themes evident in the interviews conducted with Puerto Rican mothers of young limited proficient children indicate a concern for their children's education, future educational aspirations, feeling that their own lack of second language facility presents a barrier, a willingness to become involved in school-community activities, an expressed need for consistent information regarding a) specific techniques parents can use at home, and b) bilingual education, as well as the need for non-school information about publicly assisted housing.

The advantage of obtaining a parental needs assessment as a pre-intervention strategy meant that the parent education components could be individually tailored, and it allows for further and future refinement. The open-ended questions allowed the parents an opportunity to share information without pre-determined limits. As a result of the expressed needs of the parent interviews the teacher trainees designed modules included teaching behaviors appropriate for parents (Diaz Soto, 1988); and observed the parents with their newly acquired teaching behaviors.

The generalized informational modules designed by the trainees are entitled 1) The Purpose and Nature of Bilingual Education, 2) The Legal Rights of Parents and Students in Bilingual Programs, 3) The Academic Progress of My Child, 4) Obtaining Services from Non-school Agencies, and 5) Instructional Materials and Approaches at Home. These modules are being simplified and translated into Spanish, so they can become a part of the resources available for the Parent Education Component of Penn State's Comprehensive Bilingual Early Childhood Teacher Education Program.

The parents participating in this project received guidance with specific concerns as well as any generalized information requests. Some parents expressed personal and individualized needs e.g., regarding a child's possible hearing loss, information regarding planning for a college education, and specialized educational services for a learning disabled child. Our main concern has been a basic time constraint so that future adaptations will need to include more generous time slots for both parents and teacher trainees.

A Report by the Select Committee on Children, Youth, and Families (1987) indicates that half of all children under six years old have mothers who were working or looking for work outside the home. Hispanic children are the most likely to have a mother who is not in the labor force according to the same report. It may be that at a time when the status of the family unit as a social unit is changing and our society is failing to nurture its young (Coleman, 1988), the positive attributes of the Hispanic family unit are being largely ignored. If these mothers of young limited English proficient children are willing to devote their time and talent to their children, how might schools and communities help parents resolve feelings of inadequacy? Parent education needs to incorporate an enhancement component so that mothers can become aware of their unique contributions to schools and communities. A philosophy which incorporates language enhancement in the native language as opposed to subtractive bilingualism, (which virtually ignores language development) needs to be examined in order to encourage self-confident parenting.

Our society needs to examine its values when one out of every five children continues to live in poverty with Black and Hispanic children being especially likely to be living in poverty (Committee on Children, Youth, and Families, 1987). The need for information regarding publicly assisted housing was voiced by these parents as was their high aspirations for a brighter future via educational opportunities. Individuals responsible for charting public and administrative policies need to be cognizant of these issues.

It may be that the parent education movement needs to change its compensatory/deficit philosophies to one of advocacy toward acceptance of cultural diversity, enhancing parental self-confidence, and intolerance of services and approaches which are unacceptable for young children. Future research needs to continue to pursue avenues which will shed light on parental needs, existing child rearing practices, and culturally congruent educational home-school-community practices. If present statistical projections are correct, and the "minority becomes the majority" in many schools across this nation, the implementation and dissemination of the positive aspects of cultural diversity will aid in promoting congruence among the home-school-community institutions.

An expression of gratitude is extended to the parents who so willingly shared their time and opinions. To the Lancaster Migrant Education Office, the teacher trainees, Mrs. Negron, and Mrs. Velma Robinson, thank you for your organizational talents, energy and hopes for a brighter future for all Hispanics. Penn State's COMP BI-ECE Project is funded by the Office of Bilingual Education and Minority Language Affairs (OBEMLA) and the Pennsylvania State University (PSU). The statements expressed are those of the individual author and not of OBEMLA or PSU.

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Enhancing Linguistically Diverse Children's School Achievement

Lourdes Diaz Soto

Policy makers such as school administrators, State Departments of Education, federal agencies, and legislators can be instrumental in helping linguistically diverse children fare well in school by funding and promoting programs which support parents' high aspirations for their children. Parents interviewed in a recent study (Soto, 1990) shared their hopes and aspirations for their children's future success. Parents were found to be limited in terms of knowledge concerning educational access but not in terms of dreams and desires. Dissemination of accurate career information and financial options is vital in order to bridge the gap between aspirations and reality. Existing or newly

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established community agencies can be designated to provide information to parents via personal and individualized contacts. Sharing information with teachers will mean that schools can be included in a reciprocal process.

The most significant individuals in a child's world are parents and teachers. Parenting and teaching strategies which are harmonious can have a great effect on children's performance in the classroom. The curriculum of the home and the curriculum of the school should help children negotiate the transition between home and school. Parents and teachers have traditionally communicated in terms of how children are performing in school. This communication can be taken one step further by illuminating and sharing information concerning home environmental determinants and accurate career planning in order to help children be successful in their different worlds of learning.

In a recent investigation reported elsewhere (Soto, 1990), variables in the home environment were found to be significantly related to mainland Puerto Rican children's school achievement. Using the Family Environment Scale, (Marjoribanks, 1979) I found that parents of high achieving students tended to score significantly higher than the parents of low achieving students on the following six subscales which measured family process variables taking place in the home:

1. Family Involvement This subscale which assessed the degree to which parents are involved in learning activities with their children was found to contribute 40% of the variance of academic achievement (Iowa Test of Basic Skills). This subscale ascertains recreational activities the parents and the child engage in at home, as well as additional educational activities such as visits to museums, zoos, and historic places, homework activities with siblings, the child's hobbies and interests, and the presence of reference materials at home. Homes in which educational activities were encouraged and provided can be characterized as an "extension of school." In these homes the importance of learning was evident as was the sharing of activities as a family unit. Children in these families looked forward to family outings. Homework was considered an opportunity for all the family members to learn -- parents and children alike. This subscale discriminated best the children who were high achievers from those who were not.

2. Parental Aspirations for their Child This subscale evaluates the extent to which parents can be characterized as having the highest possible educational and job aspirations for their child. For instance, some parents have visions of a future which includes college and a profession even prior to their child's birth. Parents of high achieving students expected their child to obtain high grades in school. Having high expectations for children may encourage them to have

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higher goals for themselves.

3. Parental Reinforcement of Aspirations This subscale includes items such as praising and congratulating children for their schoolwork, the amount of time spent on homework, the plans evident for a future education, and grade expectations. A child in this home views high goals as realistic and attainable and not just dreams meant for other individuals.

4. Knowledge of the Child's Educational Progress This subscale revealed parents capable of providing very specific information about what their child was learning in school, such as the types of computations, specific unit themes, specific concepts. It was evident that parents of high achieving pupils were involved with their child's progress. School was a frequent topic of conversation which reinforced and emphasized the importance of school for the child.

5. Concern for the Use of Language This subscale indicated which children were read to by their parents, saw their parents reading newspapers and magazines, received guidance in their everyday use of language, were able to eat their evening meal with the family unit, and brought books home to read from their school library. It was evident to these children that communication is an important factor in their daily lives, and reading is an enjoyable experience. If parents can foster good reading habits and communication skills at home, it stands to reason that these skills will benefit the child in school.

6. Parental Aspirations for Themselves This subscale assumes that parents with high aspirations for themselves may be modeling behavior for their children. Children can see that their parents are willing to continue to learn and to improve their present situation. The parents in these homes did not have a defeatist attitude but instead were hopeful about their future.

The need for concern for culturally and linguistically diverse children's school achievement is evidenced by the high dropout rates prevalent among Hispanics (see Valdivieso, 1986). The National Commission on Secondary Schooling for Hispanics (NCSSH) noted that a shocking proportion of this generation of Hispanics is being wasted as a result of low educational attainment.

The fact that six process variables discriminated among higher achieving and lower achieving learners may help to guide parents and teachers when planning programs and activities for children. Disseminating this information will help enhance the academic achievement and aid linguistically diverse learners to experience success in school.

Policy makers can have a tremendous effect on the current situation by establishing or enhancing existing community agencies which can act as information centers. Community agencies designed to provide information to parents and teachers can enhance linguistically diverse children's achievement by acting as liaisons between the home and the school. Home environment characteristics which enhance learning must be defined and explained to parents. Teachers also need to be aware of the high aspirations which parents have in order to be able to meet their specific informational needs. Community agencies can guide parental involvement programs in schools as well as teacher education regarding parent-child needs.

Parental involvement is a powerful and valuable asset to schools. Henderson (1981) has commented that parental involvement in almost any form improves student achievement, and that parents are a tremendous resource for public education. Stevenson and Baker (1987) found that parental involvement is directly related to children's school performance. Greater continuity between the home environment and the school environment can be established when parents become an integral part of the learning process. Schools need to integrate culturally and linguistically responsive curricula and allow parents to participate. Parents can gain insight about the school's teaching methods, and teachers can gain insight about the preferred parental teaching strategies. Parents can then have specific knowledge of their child's educational process. This information can facilitate the educational progress and alleviate the alarming projections for so many learners (see Hodgkinson, 1985).

Parent education programs need to be planned carefully for specific parental needs (e.g., vocational information) within a pluralistic philosophy. Existing prepackaged programs are not meeting the needs of linguistically and culturally diverse families. Historically, parent education programs have assumed a deficit philosophy (see Powell, 1988 for an extensive review). It has not been until recently that more collaborative approaches have emerged (see Soto, 1988 for a collaborative bilingual parent education model). Conducting specific needs assessments and providing individualized, face-to-face information can prove fruitful in light of the concept of personalism valued by Hispanic families.

Ogbu (1988) notes that studies dealing with the influence on school contexts have been conducted mainly with interventionist assumptions about culture and development. The deficit philosophy which makes parents feel inadequate needs to be discouraged. Hess (1980) has stated that parent education in its typical form is not likely to be effective. Parent needs assessments are rarely conducted (Dembo, Sweitzer and Lauritzen, 1985), and as a result it is rarely noted that parents of different cultural groups have different goals for parenting and child rearing. From my recent research it appears that parents would benefit from strategies emphasizing the dissemination of career information, the concepts inherent in Family Involvement, and teaching methods used in schools. Realistic planning for children's vocations appears critical. To avoid

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Table 1 presents sample items from the Family Environment Scale (Marjoribanks, 1979).

Table 1
Family Environment Scale
Sample Items

FI	PAC	PRA	KEP	CUL	PAT
What recreational activities do parents & children engage in together at home? What activities are children interested in at the moment? Have parents taken any courses over the past two or three years? Do parents have an encyclopedia or set of fact books in the home? How often used? What educational activities have parents and children engaged in together in the past six months?	How much education do parents want children to receive? What kind of job would parents like their children to have when they grow up? How long have they had these ideas? What grades do parents expect their children to receive in school?	Do parents expect children to spend a regular amount of time each day at their studies or homework? Have parents given any consideration for making financial preparation to send children to college? How often do parents praise or congratulate children for schoolwork?	Would parents know what topic children are studying in arithmetic or English? Do the parents ever discuss children's progress at school? How often?	How often is English spoken in the home? How particular are parents about the way children speak Spanish? What language is spoken at mealtime? Who does most of the talking at meal table? How often do parents introduce children to new words? Do parents have time to read books?	Would the parent like to change her/his job, or is she/he happy to stay in present job? What level of education would parents say most of their close friends and relatives reached? What jobs do the parents have?

FI = Family Involvement in Educational Activities
PAC = Parental Aspirations for their Children
PRA = Parental Reinforcement of Aspirations
KEP = Knowledge of Children's Educational Progress
CUL = Concern for the Use of Language
PAT = Parental Aspirations for Themselves
*Marjoribanks (1979)

the deficit philosophy, however, it is important for teachers and schools to be open to the unique attitudes, values, intentions, and beliefs of linguistically and culturally diverse families and to maintain a genuine dialogue to foster mutual respect. Culturally congruent, individualized, and personal approaches need to be pursued.

Community agencies designed and funded by policy makers can be instrumental in enhancing linguistically diverse children's school achievement by meeting the specific needs of parents and by acting as liaisons between the home and the school. Parents typically have high aspirations for their children. They should be able to gain realistic information when planning their children's future. In addition, teachers must gain insights about parental needs, aspirations, and child rearing goals. Programmatic efforts undergirded by a philosophy which emphasizes success as opposed to dwelling on deficits will prove useful to linguistically and ethnically diverse children's school achievement. All of our children deserve a brighter future, and resources earmarked for this goal can only enhance inherent national possibilities.

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- "Please send your graduates for interviews, they are knowledgeable and well prepared."
- "Your students are enthusiastic and knowledgeable. They sparked interest in program development."
- "We want to continue to use you as a resource in our district."

Funding received from OBEMLA permitted the IHE to service LEA's via Statewide Informational Newsletters; Parent Education Programs in Bethlehem and Lancaster; and drive-in workshops to school districts and community parent groups. The LEA's have indicated that this is a valuable service and actively seek the graduates of COMP BI-ECE for classroom teaching appointments and supervisory positions. The program has been recognized for its excellent graduates by LEA's who have sought additional collaborative approaches e.g. teachers from the Allentown-Bethlehem-Harrisburg area have requested IHE-LEA joint educational program design.

Program Management Staff

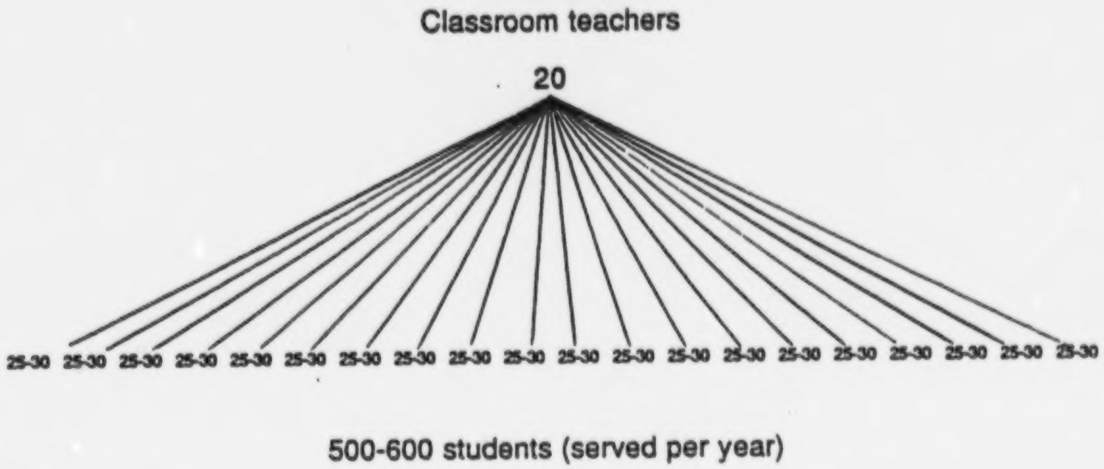
Coordination of the program objectives were met with the assistance of the Project Director, Project Assistant, faculty and secretaries at Penn State in collaboration with OBEMLA's Project Officer Ms. Petraine Johnson. The field experiences were possible through the generosity of LEA's within the Commonwealth of Pennsylvania. Support for the program was evident from the Pennsylvania Department of Education (Migrant Program and Bilingual Coordinator) and the College of Education. The Pennsylvania State University indicated pride and support of the program by issuing media releases and encouraging continued excellence.

Impact of COMP BI-ECE

The following table shows the impact of COMP BI-ECE at the end of three project years.

Table 19

Teacher Training Impact on LEP Children by COMP BI-ECE Graduates (1987-1990)


Classroom teachers
20
25-30
25-30
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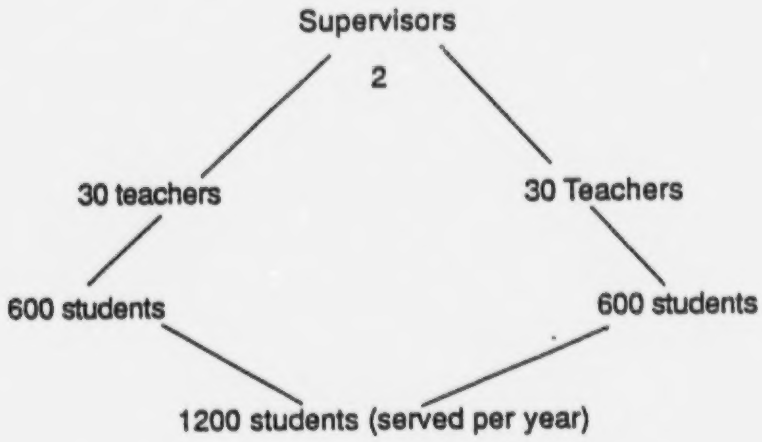
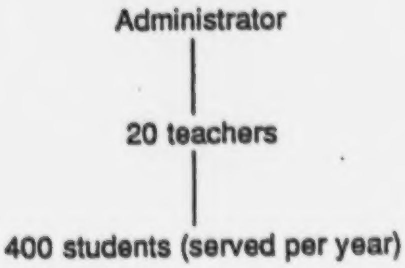
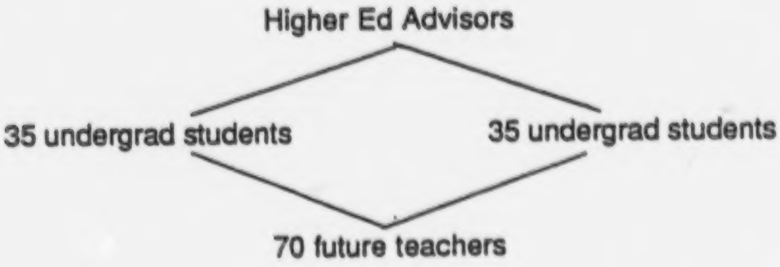
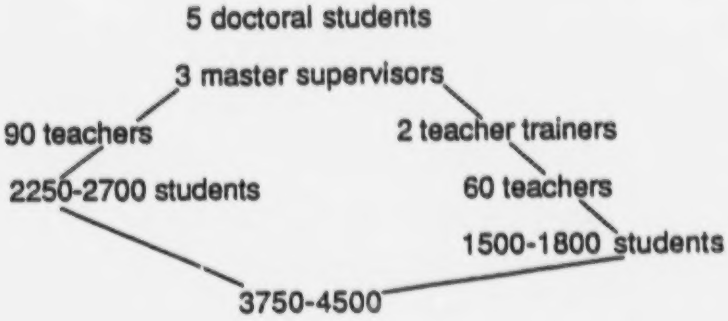
25-30
500-600 students (served per year)


Supervisors
2
30 teachers
30 Teachers
600 students
600 students
1200 students (served per year)


Administrator
20 teachers
400 students (served per year)


Higher Ed Advisors
35 undergrad students
35 undergrad students
70 future teachers


5 doctoral students
3 master supervisors
90 teachers
2 teacher trainers
2250-2700 students
60 teachers
1500-1800 students
3750-4500

Total=5920-6770 students (per year)

It can be noted that at this writing (1990) approximately 6000 LEP students per year are being serviced through the teacher training efforts of the program. The employment choices of our graduates include classroom teachers, supervisors, position in IHE's and doctoral students. This per year estimate will continue to compound and increase as our graduates continue to service as classroom teachers and educational leaders in Bilingual-Early Childhood Education. We feel strongly that servicing our youngest learner will help to reap the greatest gains.

Summary and Conclusions

The following table summarizes the completion of the Project goals at the end of three project years (1987-1990). This table shows the extent to which the project goals were met.

Table 20

Summary of Project Goals: Results of Three Project Years

(1987-1990)

	Outcome	Comments
Goal 1	Initiation and implementation of graduate bilingual teacher training program.	100% completion and graduation rate by candidates (10 X 3 years) N=30.
Goal 2	The first attempt to certify bilingual early childhood teachers by the Commonwealth of Pennsylvania	All graduates are PA (N=30) certifiable, completed exams and recommended by IHE. Twenty currently certified by Commonwealth of PA. (4 certified in P.R., and 2 in Texas and 1 in NY.)
Goal 3	A model linking IHE's & LEA's within the state for the benefit of LEP Children has been initiated and implemented.	Specific informational requests provided to LEA's throughout the Commonwealth.
Goal 4	A statewide system of networking.	Networking system enhanced and implemented. Additional national and international recognition has been obtained.
Goal 5	A collaborative bilingual parent education model was implemented.	100% completion rate by migrant (N=20) and non-migrant (N=20) parents; N=40.
Additional	Opportunities for research on bilingual early childhood education.	Ongoing research activities were implemented and disseminated.

At the end of three project years Penn State's COMP BI-ECE indicates via this summative report the completion and implementation of the five major and additional research opportunities. Our program has been recognized for its rigorous academic standards and knowledgeable graduates contributing to excellence. Statewide, national and international recognition has been obtained. We are grateful to OBEMLA for funding, support, and continued guidance in our pursuit of a comprehensive/collaborative teacher training model servicing LEA's, parents, community groups and LEP young children. The program has modeled possibilities for IHE's interested in teacher education capable of impacting the 21st century.

The impact and benefit of the program has extended to the lives of our teacher trainees, faculty, parents, community agencies, LEA's, and most of all our youngest linguistically and culturally diverse children. We realize that our expectations were high but we feel that by "reaching for the stars" we have modeled and implemented excellence. LEP children deserve the brightest and best teachers.

APPENDICES A-N

Appendix A

Sample Course Syllabi

The Pennsylvania State University

College of Education

Division of Curriculum and Instruction

1.0 C&I 400 Introduction to Research Literature

1.1 Monday 6:30-9:30 p.m.
1.2 Room: 232 Chambers Building
1.3 Instructor: Joseph O. Prewitt-Diaz
1.4 Office: 259 Chambers Building
1.5 Telephone: 865-6565

2.0 Required Text:

Borg, W. R. (1987). Applying Educational Research: A Practice Guide for Teachers. (2nd Ed.) White Plains, New York: Longman, Inc.

3.0 Goal:

To familiarize the students with research literature and methodology, stress is placed on interpretation, sources, research reporting.

3.1 Course Description: Introduction to research literature and methodology; stress on interpretation, sources, and research reporting. The primary focus of this course is to provide the participants with the opportunity to become aware of the multidimensionality and inherent complexity in the phenomene referred to as research and to provide the necessary awareness of facts, principles, procedures, research, models, etc., necessary for each participant to develop a proposal for a meaningful research paper and/or study. In this respect, the course is designed to be highly participant interactive so that the content presented and the products developed will have maximum impact and utility.

3.2 Rationale: The ability to conduct, synthesize, evaluate, utilize research literature has become a necessary skill technique useful at all levels of education—extending from pre-school activities through graduate school and also into inservice training and development programs. The primary purpose of this course is to emphasize the interrelatedness of the variables associated with the several research methodologies and to attempt to draw trand and application procedures for effective utilization.

3.3 Goals: The specific goals of this course are to:

3.3.1 Familiarize participants with the tools and types of research.
3.3.2 Increase awareness of research related to participants' interest area.
3.3.3 Increase participants' knowledge about designing, managing, and evaluating research data (findings).
3.3.4 Facilitate production of a proposal for a research project.

4.0 Specific Objectives: At the end of the fall semester the student will:

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4.1 Be able to identify and describe several types of research methodologies and their specific characteristics.
4.2 Be able to locate specific primary and secondary sources in the library.
4.3 Will be able to demonstrate understanding of the research process including:
  4.3.1 problem statement
  4.3.2 hypotheses (null & directional)
  4.3.3 random sampling, etc.
  4.3.4 dependent and independent variables
  4.3.5 validity and reliability
  4.3.6 experimental and quasi-experimental designs
  4.3.7 techniques for evaluating research
4.4 Develop a proposal of no less than 15 pages utilizing the appropriate guidelines.

5.0 Understand specific research terminology

5.1 Define important terms used in educational research.
5.2 Define preliminary, primary and secondary sources, give an example of each, and describe how each is used in a review of educational research literature.
5.3 Name and briefly describe four preliminary sources that are useful for locating publications related to educational problems.
5.4 Given a general problem statement, write a specific problem statement and make up a list of key words or terms.
5.5 Given a list of key words, translate into ERIC descriptors and psychological index terms.
5.6 Describe the steps to take in searching EDUCATION INDEX, RIE, CIJE, Psychological Abstracts.
5.7 Describe three indicators of possible bias that are often found in the introductory section of a research report.
5.8 Given a statement of a research problem, you will write a null hypothesis and a directional hypothesis.
5.9 Describe four criteria that can be used to evaluate a hypothesis.
5.10 Explain the conditions under which a directional hypothesis may be used.
5.11 Given a description of a population, describe how a simple random sample, a systematic sample, a stratified sample, and a cluster sample would be selected.
5.12 Discuss the relationship between the sample, the accessible population, and the target population.
5.13 Define reliability and validity of educational measures.
5.14 Define four kinds of test validity.
5.15 Define four kinds of test reliability.
5.16 Describe why researchers study samples instead of populations.
5.17 Explain the meaning of statistical significance.

6.0 Experimental Understanding

6.1 State the two essential characteristics of an experiment.
6.2 Describe the eight threats to internal validity, and give examples to show how each could affect the results of an educational research report.
6.3 Given a description of a research project, state which threats to internal validity are likely to be present.

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6.4 Describe two experimental and one preexperimental research design often used in educational research.
6.5 Describe three quasi-experimental designs often used in educational research.
6.6 Describe five simple research designs that can be used in action research.

7.0 Readings and Class Activities

Week 1: Introduction to Research in Education
The Mechanics of the Course
The use of the APA Manual

Week 2: Sources of Educational Information
Borg (Chapters 2-4)

Week 3: Evaluation of a Research Report (theory and practical experience)
Borg (Chapter 5)

Week 4: External and Internal Validity
Handout

Week 5: Reliability
Handout

Week 6: Educational Measures
Borg (Chapter 6)

Week 7: Statistical Tools
Borg (Chapter 7 and Handout)

Week 8: Action Research
Borg (Chapter 11)

Week 9: Correlational Research
Borg (Chapter 9)

Week 10: Experimental and Quasi-Experimental Research
Borg (Chapter 10 and Handout)

Week 11: Causal-Comparative Research
Borg (Chapter 8)

Week 12: Causal-Comparative Research
Borg (Chapter 8)

Week 13: Single Subject Design
Borg (Chapter 10 and Handout)

Week 14-15: Presentation of Course Paper to class

8.0 Assignments

Week 2: Assignment #1: Visit the Library and identify the resources that the library has made available to the student so that they may conduct their research.

Week 3: Assignment #2: Identify a problem that you would like to explore further and write about. Search the literature for three primary sources related to the topic, name those sources.

Week 4: Assignment #3: Write a brief description of your study and why it is important to study the topic that you have chosen.

Week 5: Assignment #4: Name and describe the variables that are involved in the study of the problem that you have identified. Briefly, provide a strategy of how you will go about searching the literature so that you include primary, secondary and tertiary sources.

Week 6: Assignment #5: Analyze an article.

Week 6: Assignment #6: Review the literature.

Week 7: Assignment #7: Formulate a hypothesis and indicate the procedure you would use to test your hypothesis.

Week 8: Assignment #8: Formulate a Bibiliography.

Week 9: Class Paper is due.

Weeks 10-14: Prepare yourself to discuss an article in class.

9.0 Evaluation

Two quizzes	200
Assignment 10 x 25	250
Class Paper	100
Total	550

10.0 Grades

550-495	A
494-440	B
439-264	C
263-209	D
208 or less	F

THE PENNSYLVANIA STATE UNIVERSITY
UNIVERSITY PARK, PENNSYLVANIA 16802

College of Education
Division of Curriculum and Instruction

Early Childhood Education

Course Syllabus
Curriculum and Supervision (C&S) 451: Instruction in Early Childhood Education Derived from Developmental Theories (4 credits)

SPRING SEMESTER 1989

Professor-in-Charge of Course:	Dr. Thomas D. Yawkey	Office Hours:	________
Office:	159 Chambers Building	All Other Times:	By appointment
Telephone:	865-6321		
Graduate Assistant:	________	Office Hours:	________
Office:	________		
Telephone:	________		

Catalogue Description of C&S 451:

Curriculum and instructional activities for Early Childhood Education Programs; assessment of congruence of programs practices with pluralistic theoretical foundations for Early Childhood Education. Prerequisites: IFS 329, IFS 450.

REQUIREMENTS:

A. **Assigned Readings:** The readings below are taken from current and up-to-date sources dealing with theoretical orientations, school programs, teaching strategies, and instructional materials for adults working with young children who are nonhandicapped and young special needs children - both limited English proficient and handicapped children who are in mainstreamed classrooms. The readings stress theoretical and applied aspects relative to teaching processes and use of instructional materials. Those readings not found in the required textbooks are on reserve in the Curriculum Materials Center (C.M.C.), Rackley Building, College of Education.

B. **Competencies:** The competencies for the course follow:

1. The student understands and demonstrates theoretical approaches to viewing teaching and growth processes from cognitive-interactionist, behavioral analysis, and maturationist orientations.

2. The student explores teaching procedures and strategies and develops instructional materials designed to match and/or facilitate the growth and learning of young children in group settings, preschool through third grade, based upon cognitive-interactionist, behavioral analysis, and maturationist orientations.[1]

3. The student in a group setting selectively identifies and demonstrates teaching concepts for the curricular areas of reading, language arts, mathematics, science, social education, art, music, and movement education from cognitive developmental, behavior analysis, and maturationist perspectives.[1]

[1] In completing these competencies, the student will need to decide whether to focus on young nonhandicapped children, or young special needs children or those who are limited English proficient all in mainstream settings.

4. The student recognizes the importance of and uses spontaneous and/or teacher guided play for cognitive, socio-emotional, and motor growth and learning of curricular concepts.[1]

5. The student masters assigned readings and assimilates information and lecture materials and discusses ideas and concepts in large and small group discussion in discussion sessions.

[1] In completing these competencies, the student will need to decide whether to focus on young nonhandicapped children, young special needs children or those who are limited English proficient all in mainstream settings.

C. Modes for Accomplishing and Assessing Competencies: The modes or ways in which the competencies are developed and, in turn, evaluated follow:

1. Quizzes (Competency Number 1): There are three quizzes administered in the course. The quizzes cover content and application from lectures, and assigned readings. The form of the quizzes are multiple choice and short answer essay to assess content and application.

   Quiz 1 is held from __________ to __________ on __________. Quiz 2 is held from __________ to __________ on __________. Quiz 3 is held from __________ to __________ on __________. The quizzes are NOT comprehensive and cover only small segments of course content from three to four weeks at maximum.

   In all fairness to those who really desire to get the most academic and applications content possible from C&S 451 - NO DEVIATIONS FROM THE ABOVE STATED QUIZ POLICY WILL BE CONSIDERED.

2. Micro-Teaching (Competency Numbers 2 and 4): Micro-teaching sessions or mini group involvement provide opportunities for exploring and practicing teaching procedures and developing relevant instructional materials. They are conducted at local cooperating preschool centers. Each student is expected to micro-teach 4 lessons. Spontaneous and/or teacher guided play is the vehicle through which some of the lessons are conducted (Competency Number 4).

   More information about the nature of this instructional practice and criteria for acceptable micro-teaching lessons are provided in Class Meeting Numbers One and Two.

3. Demonstrations (Competency Number 3): Each student working in a group decides to establish additional understandings and skills in one of the following curriculum areas appropriate to the young child, preschool through grade three.

   Procedures for the Demonstrations follow:

   First, groups of three students each will be formed to establish additional understandings and skills in a curriculum area.

   Second, among group members a decision will be made as to what curriculum area aimed at the young child (preschool through grade three) the group would like to explore. The curriculum areas are:

a. communication (reading and language arts)
b. mathematics
c. science
d. social education
e. art
f. music
g. movement education

Third, after establishing appropriate curricular skills and, sequence for the young child, suggested teaching strategies and instructional materials derived from a selected curriculum area are planned in context of cognitive interactionist, behavioral analysis, or maturationist approaches. They are explained and modeled by group members.

Fourth, each person in the group works on responsibilities which are mutually agreed upon.

Fifth, on designated class meetings, the group explains and models teaching strategies (based on chosen theoretical perspectives) using the appropriately selected instructional materials in class.

Sixth, the group hands out and explains the curricular guide to class members and then begins the role play and evaluation segments of this requirement for the course.

More detail about this instructional demonstration and performance based criteria for its assessment will be given in Class Meeting One.

4. Group Discussion (Competency Number 5): Large and small group discussion sessions are held throughout the semester. The discussions are based upon required readings and lecture notes. Student participation in large and small discussion sessions will be assessed within the course.

More detail about group discussions and performance based criteria for its assessment is given in Class Meeting One.

D. **Point Assignments:** Each course requirement is assigned 100 points. Points earned for each assignment are multiplied by the weight for that requirement and then summed. The resulting number is the final score.

Example:

		Points Earned	Weight	=	Score
1.	Group Discussion	92	5%		4.60
2.	Three Quizzes (all weighted equally - 20% per quiz)	88	60%		52.80
3.	Micro-Teaching	75	20%		15.00
4.	Demonstration	80	15%		12.00
			100%		83.40 (Final Score)

Further, the undergraduate student must complete and turn in all requirements to receive a passing letter grade. For undergraduates, the following are score point ranges and letter grades:

1. 93-100 = A
2. 91-92 = A-
3. 89-90 = B+
4. 84-88 = B
5. 81-83 = B-
6. 79-80 = C+
7. 74-78 = C
8. 65-73 = D
9. 72-& below= F

The instructor reserves the right to lower or raise letter grade cut-offs.

Finally, the graduate student must complete and turn in all requirements to receive a passing letter grade. A final score of 90 or above will guarantee an A; 80 or above will guarantee a B; 70 or above will guarantee a C, and so on. The instructor reserves the right to lower or raise letter-grade cut-offs.

The above Point Assignments and letter grades are explained in Class Meeting One.

E. Course Policies: The course policies are:

1. Late completion of assignments will not be accepted unless prior approval is granted,
2. No deferred grades will be given, and
3. Attendance, at all class meetings, is taken.

F. Class Textbooks: The required textbooks are (Note A.P.A. reference form below):

1. Montessori, M. (1966). The secret of childhood. New York: Ballatine Books.

2. Peters, D. L., Neisworth, J. T., & Yawkey, T. D. (1985). Early childhood education: From theory to practice. Belmont, California: Brooks/Cole.

COURSE OUTLINE AND REQUIRED READINGS

First Class Meeting

Topic: INTRODUCTION AND GENERAL ISSUES

Readings: Peters, D. L., Neisworth, J. T., & Yawkey, T. D. (1985). Early childhood education: From theory to practice. Belmont, California: Brooks/Cole, pp. 1-80.

Second Class Meeting

Topic: EXPLANATIONS OF THREE (3) THEORETICAL PERSPECTIVES USED IN MICROTEACHING

Readings: None for the course

Third Class Meeting

Topic: EXPLANATIONS OF THREE (3) THEORETICAL PERSPECTIVES USED IN MICROTEACHING

Readings: None for the course

Fourth Class Meeting

Topic: MICROTEACHING ACTIVITY PLANS

Readings: None for the course

Fifth Class Meeting

Topic: COGNITIVE-INTERACTIONIST CONSTRUCTS AND PRINCIPLES

Readings: Early Childhood Guidance Associates (Eds.). (1988). Early childhood education: Applications of theory and practice. (Volume I). West Mifflin, Pennsylvania: Early Learning and Child Development Services, pp. 88-93.

Peters, D.L., Neisworth, J.T., & Yawkey, T.D. (1985). Early childhood education: From theory to practice. Belmont, California: Brooks/Cole, pp. 217-266.

Sixth Class Meeting

Topic: EARLY CHILDHOOD CURRICULUM DEMONSTRATION #1: MATHEMATICS[1]

Readings: None for the course

[1] Guide is due

Seventh Class Meeting

Topic: COGNITIVE-INTERACTIONIST CONSTRUCTS AND PRINCIPLES

Readings: Peters, D.L., Neisworth, J.T., & Yawkey, T.D. (1985). Early childhood education: From theory to practice. Belmont, California: Brooks/Cole, pp. 267-357.

Eighth Class Meeting

Topic: DISCUSSION OVER READINGS: SEE 1ST, 5TH, 7TH AND 9TH CLASS MEETINGS

Readings: See Topic Above

Ninth Class Meeting

Topic: APPLICATION OF COGNITIVE-INTERACTIONIST CONSTRUCTS AND PRINCIPLES TO YOUNG NONHANDICAPPED CHILDREN AND THOSE WITH SPECIAL NEEDS

Readings: Early Childhood Guidance Associates (Eds.). (1988). Early childhood education: Applications of theory and practice. (Volume I). West Mifflin, Pennsylvania: Early Learning and Child Development Services, pp. 7-15.

Lerner, J., Mardell-Czudnowski, C. & Goldenberg, D. (1981). Special education for the early childhood years. Englewood Cliffs, New Jersey: Prentice-Hall, pp. 25-59.

Peters, D.L., Neisworth, J.T., & Yawkey, T.D. (1985). Early childhood education: From theory to practice. Belmont, California: Brooks/Cole, pp. 358-371.

Tenth Class Meeting

Topic: EARLY CHILDHOOD CURRICULUM DEMONSTRATION #2: SCIENCE[1]

Readings: None for the course

[1] Guide is due

Eleventh Class Meeting

Topic: QUIZ I

Readings: None for the course

Twelfth Class Meeting

Topic: MICROTEACHING FEEDBACK

Readings: None for the course

Thirteenth Class Meeting

Topic: BEHAVIORAL ANALYSIS CONSTRUCTS AND PRINCIPLES

Readings: Early Childhood Guidance Associates (Eds.). (1988). Early childhood education: Applications of theory and practice. (Volume I). West Mifflin, Pennsylvania: Early Learning and Child Development Services, pp. 3-6; 16-19; 27-33; 49-53.

Peters, D.L., Neisworth, J.T., & Yawkey, T.D. (1985). Early childhood education: From theory to practice. Belmont, California: Brooks/Cole, pp. 84-114; 130-177.

Fourteenth Class Meeting

Topic: EARLY CHILDHOOD CURRICULUM DEMONSTRATIONS #3: MOVEMENT EDUCATION[1]

Readings: None for the course

[1] Guide is due

Fifteenth Class Meeting

Topic: BEHAVIORAL ANALYSIS CONSTRUCTS AND PRINCIPLES

Readings: Early Childhood Guidance Associates (Eds.). (1988). Early childhood education: Applications of theory and practice. (Volume I). West Mifflin, Pennsylvania: Early Learning and Child Development Services, pp. 34-35.

Peters, D.L., Neisworth, J.T., & Yawkey, T.D. (1985). Early childhood education: From theory to practice. Belmont, California: Brooks/Cole, pp. 178-213.

Sixteenth Class Meeting

Topic: APPLICATION OF BEHAVIORAL ANALYSIS CONSTRUCTS AND PRINCIPLES TO YOUNG NONHANDICAPPED CHILDREN AND THOSE WITH SPECIAL NEEDS

Readings: Early Childhood Guidance Associates (Eds.). (1988). Early childhood education: Applications of theory and practice. (Volume I). West Mifflin, Pennsylvania: Early Learning and Child Development Services, pp. 36-43.

Lerner, J., Mardell-Czudnowski, C. & Goldenberg, D. (1981). Special education for early childhood years. Englewood Cliffs, New Jersey: Printice-Hall, pp. 108-124.

Peters, D. L., Neisworth, J. T., & Yawkey, T. D. (1985). Early childhood education: From theory to practice. Belmont, California: Brooks/Cole, pp. 115-129; 373-392.

Seventeenth Class Meeting

Topic: DISCUSSIONS OVER READINGS: SEE 13TH, 15TH AND 16TH CLASS MEETINGS

Readings: See Topic Above

Eighteenth Class Meeting

Topic: EARLY CHILDHOOD CURRICULUM DEMONSTRATION #4: ART[1]

Readings: None for the course

[1] Guide is due

Nineteenth Class Meeting

Topic: QUIZ 2

Readings: None for the course

Twentieth Class Meeting

Topic EARLY CHILDHOOD CURRICULUM DEMONSTRATIONS #5: MUSIC[1]

Readings: None for the course

[1] Guide is due

Twenty-first Class Meeting

Topic: MATURATIONIST CONSTRUCTS AND PRINCIPLES

Readings: Early Childhood Guidance Associates (Eds.). (1988). Early childhood education: Applications of theory and practice. (Volume I). West Mifflin, Pennsylvania: Early Learning and Child Development Services, pp. 20-26; 80-87.

Montessori, M. (1966). The secret of childhood. New York: Ballantine Books, pp. 1-55.

Twenty-second Class Meeting[1]

Topic: EARLY CHILDHOOD CURRICULUM DEMONSTRATION #6: COMMUNICATION[2]

Readings: None for the course

[1] Final due date for all microteaching forms to the instructor (T. Yawkey)

[2] Guide is due

Twenty-third Class Meeting

Topic: MATURATIONIST CONSTRUCTS AND PRINCIPLES

Readings: Early Childhood Guidance Associates (Eds.). (1988). Early childhood education: Applications of theory and practice. (Volume I). West Mifflin, Pennsylvania: Early Learning and Child Development Services, pp. 44-48; 54-67.

Montessori, M. (1966). The secret of childhood. New York: Ballantine Books, pp. 55-148.

Twenth-fourth Class Meeting

Topic: EARLY CHILDHOOD CURRIUCLUM DEMONSTRATION #7: SOCIAL EDUCATION[1]

Readings: None for the course

[1] Guide is due

Twenty-fifth Class Meeting

Topic: APPLICATIONS OF MATURATIONIST CONSTRUCTS AND PRINCIPLES TO YOUNG NONHANDICAPPED CHILDREN AND THOSE WITH SPECIAL NEEDS

Readings: Early Childhood Guidance Associates (Eds.). (1988). Early childhood education: Applications of theory and practice. (Volume I). West Mifflin, Pennsylvania: Early Learning and Child Development Services, pp. 68-79; 94-100.

Montessori, M. (1966). The secret of childhood. New York: Ballantine Books, pp. 149-217.

Thurman, S.K. & Widerstrom, A.H. (1985). Young children with special needs: A developmental and ecological approach. Boston: Allyn and Bacon, Inc., pp. 165-188.

Twenty-sixth Class Meeting

Topic: DISCUSSIONS OVER READINGS: SEE 21ST, 22ND AND 25TH CLASS MEETINGS

Readings: See Topic Above

Twenty-seventh Class Meeting

Topic: QUIZ 3

Readings: None for the course

Twenty-eighth Class Meeting

Topic: MICROTEACHING FEEDBACK

Readings: None for the course

Twenty-ninth Class Meeting

Topic: DEMONSTRATION FEEDBACK

Readings: None for the course

Thirtieth Class Meeting

Topic: SUMMARY OF COURSE AND PROSPECTS FOR EARLY CHILDHOOD: PRESENT AND FUTURE

Readings: None for the course

Division of Curriculum and Instruction

RCLED 565

Analysis of Theory and Practice in Bilingual Education Program

Professor: Dr. Lourdes Diaz Soto
Office: 157 Chambers
Phone: 865-6565

Meeting Time:
Office Hours:

Required Texts:

National Clearinghouse for Bilingual Education (1985). Issues in English Language Development. NCBE and Georgetown University Bilingual Education Center, Virginia.

Cummins, J. (1984). Bilingualism and Special Education: Issues in Assessment and Pedagogy. Multilingual Matters, LTD., England.

Krashen, S., Scarcell, R., and Long, M. (1982). Child-Adult Differences in Second Language Acquisition. Massachussetts: Newbury House.

Assigned Readings:

Course Purpose:

Classroom analysis, observation, and research of instructional procedures, materials, and evaluation strategies used in bilingual education.

Course Objectives:

- To contrast, compare and analyze theoretical perspectives influencing Bilingual Education.
- To develop competencies, knowledge and understandings of instructional procedures, practices and evaluative strategies affecting Bilingual Education.
- To review, critique, and design research practices relating to Bilingual Education.

Course Requirements:

1. Assigned readings.
2. Attendance and participation in class.
3. Presentation - choose research area of interest to you and relevant to this course. Conduct a review of the literature and submit a (12-15 pages) proposal indicating future areas of research.
4. Review and critique a theory, an instructional practice, or a research endeavor (4-5 pages).
5. Final exam.

Grading:

Class Participation and attendance	20
Presentation	30
Critique	20
Final Exam	30
	100

A = 90% of total points
B = 80%
C = 70%
D = 60%

Course Policies:

1. All requirements must be completed to earn a passing grade.
2. Written work will by typed, proofread, and free of grammatical errors.
3. Referencing for written work should follow APA style.
4. All assignments must be handed in on time.

Class Schedule

Date	Topic	Readings/Assignments
August 24	Introduction	
August 31	Part I Theory Overview of Theories of Language Learning & Acquisition	NCBE
September 7	Additional Theoretical Perspectives	NCBE
September 14	Practice Driven Theories	NCBE
September 21	Part II Instructional Practices Model Comparisons	Cummins (Ch. 7)
September 28	Prevalent Classroom Strategies	+assigned readings
October 5	Assessment Issues and Approaches	Cummins (Chs. 2, 6)
October 12	Placement Procedures and Evaluative Strategies	Cummins (Ch. 8) +assigned readings
October 19	Part III Research Long Term Studies	Krashen (Part I)
October 26	Short Term Studies	Krashen (Part II)
November 2	Recent Findings and Issues	+assigned readings
November 9	From Research & Theory to Policy & Practice	Cummins (Ch. 10)
November 16	Presentations	
November 23	Presentations	
November 30	Presentations	
December 7	Final Exam and Culminating Activity	

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RCLED 565
FALL 1988

	Assignments	Due Dates
I. Critique (20 points)	Submit a 4-5 page paper which reviews and then "judges" or critiques the merit of a particular theory (e.g., threshold hypothesis); an instructional practice (early exit); OR a research endeavor (e.g., Tucker & Lambert's, 1975 study). If I chose to examine early exit for example, I would describe the practice, relate the research, and then explain why this practice should be continued, adapted, or discontinued. You may be asked to relate your findings, if relevant to our discussions.	October 5
II. Presentation (30 points)	Submit a 12-15 page paper on a research area of interest to you and relevant to this course (see syllabi). Review the recent (past 10 years) literature dealing with your topic and design an agenda for future research. Include the following - critique the present state of research in this area, propose future areas to pursue, examine methodology and design issues, and recommend a study you would like to design. Present your findings in class to your peers. Cover, Intro, Body, Conclusion	November 16 November 23 November 30
III. Final Exam (30 points)	You will be given a set of questions to prepare you for this in-class exam.	December 7
IV. Class Participation (20 points)	Includes discussions and attendance	

Reminder: There are some materials on reserve for you at the CMC in Rackley.

Aug. 23, 1989

Division of Curriculum and Instruction

RCLED 565

Analysis of Theory and Practice in Bilingual Education Program

Professor: Dr. Lourdes Diaz Soto
Office: 157 Chambers
Phone: 865-6565

Meeting Time:
Office Hours:

Required Texts:

Crawford, J. (1989). Bilingual Education: History, Politics, Theory and Practice. Trenton, New Jersey: Crane Publishing Co.

Hakuta, K. (1986). Mirror of Language: The Debate on Bilingualism. New York: Basic Books, Inc.

Course Purpose:

To analyze theories and practices prevalent in Bilingual Education. Particular emphasis will be given to recent research.

Course Objectives:

- To contrast, compare and analyze theoretical perspectives influencing Bilingual Education.
- To develop competencies, knowledge and understandings of instructional procedures, practices and evaluative strategies affecting Bilingual Education.
- To review, critique, and design research practices relating to Bilingual Education.

Course Requirements:

Bil - Early Childhood

1. Assigned readings.
2. Attendance and participation in class.
3. Paper - choose research area of interest to you and relevant to this course. Conduct a review of the literature and submit a (25-30 pages) paper indicating a rationale for writing this paper and needed areas of research.
4. Review and critique a theory, an instructional practice, or a research endeavor and present to your peers.
5. Final exam.

Use this for Master's paper; choose comfortable subject

Grading:	Class Participation and attendance	20
	Paper	30
	Critique	20
	Final Exam	30
		100

A = 90% of total points
B = 80%
C = 70%
D = 60%

Course Policies:

1. All requirements must be completed to earn a passing grade.
2. Written work will by typed, proofread, and free of grammatical errors.
3. Referencing for written work should follow APA style.
4. All assignments must be handed in on time.

Class Schedule

	Week	Topic	Readings/Assignments
Aug. 23	1	Introduction	
Aug. 30	2	I. Theoretical Perspectives: Bilingualism and Intelligence	Hakuta Chapters 1 & 2
Sept. 6	3	Childhood Bilingualism	Hakuta Chapters 3,4,5
Sept. 13	4	Adult Bilinguals	Hakuta Chapter 6
Sept. 20	5	II. Research Issues and Trends	Crawford Chapters 5,6,7
Sept. 27	6	Long Term Studies	
Oct. 4	7	Short Term Studies	
Oct. 11	8	Recent Research	
Oct. 18	9	III. From Research to Policy and Practice	Crawford Chapters 8,9,10, 11
Oct. 25	10	Model Comparisons — [illegible]	
Nov. 1	11	Classroom Strategies	
Nov. 8	12	Assessment and Placement Issues - [illegible]	
Nov. 15	13	IV. Policy and Politics	Hakuta Chapters 7,8
Nov. 22	14	Federal Policy	Crawford Chapters 1,2,3,4
Nov. 29	15	National Issues -- [illegible]	

Oct. 25
Nov. 29 - Paper
Exam - Nov. 8

RCLED 565

		ASSIGNMENTS	Due Dates
I.	Critique (20 points)	Review and then "judge" or critique the merit of a particular theory (e.g., threshold hypothesis); an instructional practice (early exit); OR a research endeavor (e.g., Tucker & Lambert's, 1975 study). Present a synopsis of the theory, practice, or research to your peers.	Oct. 25
most points* II.	Paper (30 points)	Submit a 25-30 page paper on a research area of interest to you and relevant to this course (see syllabi). Review the recent (past 10 years) literature dealing with your topic. Include the need for your paper, and an extensive review of the literature.	Nov. 29
most points * III.	Final Exam (30 points)	In-class exam will include readings, research, and class discussions.	Nov. 8
IV.	Class Participation (20 points)	Includes discussions and attendance.	

REMINDER: There are valuable materials at the CMC Rackley.

Bilingual Education and the Young Hispanic Child

RCLED 597C

Spring 1990
T 6:30-9:30 P.M.
256 Chambers

College of Education
Division of Curriculum & Instruction
Professor: Lourdes Diaz Soto
Office: 157 Chambers
Telephone: 865-6565

Required Readings:

Empowering Minority Students by Jim Cummins, First Edition, 1989.

On Course by Stephen Krashen and Douglas Biber, 1988.

Assigned Research Readings

Optional Readings:

Raising Children Bilingually by Lenore Arnberg, 1987.

Early Childhood Bilingual Education by Teresa Escobedo, 1983.

Course Objectives:

To discuss and analyze recent research literature examining bilingual education, bilingual issues, bilingual teaching strategies and their relationship to the young Hispanic child. Prerequisites: 12 credits in education and/or psychology.

Course Requirements:

1. Assigned reading.
2. Attendance and active participation in class.
3. Paper examining recent research/literature related to the young bilingual Hispanic child.
4. Oral presentation examining recent research or educational issues affecting the young bilingual Hispanic child.
5. Analyze, summarize, and present a recent or historically relevant research endeavor.
6. Creative projects will be encouraged and may enhance or replace existing assignments but must first be approved by Dr. Soto.

Course Polices:

1. All requirements must be completed to earn a passing grade.
2. Written work will be typed, proofread, and free of grammatical errors.
3. Referencing for written work should follow APA style.
4. All assignments must be handed in on time.

Grading:

Class participation	20%
Oral presentation	30%
Paper	40%
Oral summary	10%
	100%

Class Schedule

Date	Topic	Readings
Week 1	Introduction	
Week 2	Diverse Hispanics	
Week 3	Young Bilinguals	
Week 4	Historical Comparisons	
Week 5	The Role of the Family	
Week 6	School Achievement	
Week 7	Assessment Issues	
Week 8	Toward Alternate Research Paradigms	
Week 9	Community Issues	
Week 10	Federal Policy	
Week 11	Effective Programs	
Week 12	Presentations	
Week 13	Presentations	
Week 14	Future Educational Directions	
Week 15	Culminating Activity	

NOTE: Spring Break 2/26-3/2

* Individual Asssignments

RCLED 597C
SPRING 1990
ASSIGNMENTS

1. PAPER (40 points)

Submit a 20-25 page paper related to one of the issues, topics, or research needs discussed in class regarding young bilingual Hispanic learners. Review the recent and relevant research dealing with your chosen topic (last 10 years), and include your own insights. Follow APA format and the point system discussed in class. Be prepared to discuss your findings in an interesting manner.

2. ORAL PRESENTATION (30 points)

Present an educational issue or research need affecting young Hispanic leaners. Involve your peers in discussion and provide visual aids with your presentation (e.g. charts, speakers, video, handouts, etc.).

3. ORAL SUMMARY (10 points)

Summarize a recent research endeavor or historically relevant research article for your peers. Submit the citation on a 3 X 5 card with a short description.

Note. Assigment *1 may be replaced with a "creative project" as per our discussions.

RCLED 597C
SPRING 1990
ASSIGNMENTS

1. PAPER (40 points)

Submit a 20-25 page paper related to one of the issues, topics, or research needs discussed in class regarding young bilingual Hispanic learners. Review the recent and relevant research dealing with your chosen topic (last 10 years), and include your own insights. Follow APA format and the point system discussed in class. Be prepared to discuss your findings in an interesting manner.

2. ORAL PRESENTATION (30 points)

Present an educational issue or research need affecting young Hispanic leaners. Involve your peers in discussion and provide visual aids with your presentation (e.g. charts, speakers, video, handouts, etc.).

3. ORAL SUMMARY (10 points)

Summarize a recent research endeavor or historically relevant research article for your peers. Submit the citation on a 3 X 5 card with a short description.

Note. Assigment *1 may be replaced with a "creative project" as per our discussions.

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Kathleen J. Hughes
June 6, 1990

ASSESSING YOUNG LEARNERS

RCLED 597B

Professor:	Dr. Lourdes Diaz Soto	Meeting Time:	June 6-28, 1990
Office:	157 Chambers		11:10 - 2:00 p.m.
Telephone:	865-6568		111 Mueller Bldg.

Required Text: Meisels, S. (1989) Developmental screening in early childhood: A Guide. Washington, DC: The National Association for the Education of Young Children.

Resources: See attached reading list, individualized assignments, and matrix of early childhood tests.

make sense for young learner w/o pressure

Course Purpose: To examine developmentally appropriate assessment practices for young learners.

Course Objectives: To gain general research and practical knowledge regarding observational methods, developmental screening, school readiness tests, behavioral assessment, curriculum based, anti-biased assessments, language proficiency and achievement tests; as these relate to young learners.

To design a descriptive and individualized portfolio to be used as an assessment tool.

Course Requirements:

1. Assigned readings
2. Group participation (cooperative learning)
3. Two class presentations:
    a) research based;
    b) early childhood test presentation
4. Self assessment of knowledge needs and interests
5 Develop an individualized portfolio reflecting one young learner's capabilities in a variety of domains and contexts.

Grading:

Group participation	10
Research based presentation	20
Early Childhood test presentation	20
Portfolio	50
	100 points

A = 90 % of total points
B = 80% of total points
C = 70% of total points
D = 60% of total points

Course Policies:

1. All requirements must be completed to earn a passing grade.
2. Written work will be typed, proofread, and free of grammatical errors.
3. Referencing for written work should follow APA style.
4. All assignments must be handed in on time.

Class Schedule

June		Discussion Topic	Presentation
6		Introduction; Self Assessment; Group Choices	
7	Dr. Soto.	Observational Strategies - Dr. Soto -	
8	Joce	Role of Standardized Testing w/ young learners (issue of young learne	
11	Book for this class	Developmental Screening and Concept - both of Readiness - me	EEC Tests Group 1 Research
12		Behavioral Assessment/Parent Roles & - Lilybeth info from parents Teacher Roles Margarita (difficult)	
13	Val.	Language Proficiency	EEC Tests
14	Jorge	Curriculum Based Assessment	EEC Tests
15	Eva	Anti Bias Assessment/Concept of Multiple Intelligences - Amy	Group 2 Research
18		Field Based Assignment at CEDAR	
19		Field Based Assignment at CEDAR	
20		Field Based Assignment at CEDAR	
21		Field Based Assignment at CEDAR	
22		Field Based Assignment at CEDAR	
25		Portfolios	Portfolios
26		Portfolios	Portfolios

Make own arrangements.
observe for 1 hr. daily
+ report, based on
what is read,

Division of Curriculum and Instruction
RCLEd 425
Methods of Teaching in Bilingual Education

Instructor: Dr. Lourdes Diaz Soto
Office: 257 Chambers
Telephone: 865-6565

Meeting time:
Office Hours:

Required Texts:

Ovardo and Collier (1985). Bilingual and ESL Classrooms: Teaching in Multicultural Contexts. New York: McGraw-Hill Book Co.

Assigned Readings

Course Purpose:

To provide an overview of the social political, and legal contexts and issues influencing the development and implementation of bilingual programs.

To explore and examine methods, techniques, and materials in bilingual (dual-language) instruction.

Course Objectives:

To develop an understanding of how social, political, and legal factors impact the development and implementation of Bilingual Education Programs.

To develop knowledge, competencies and understandings relating to methods of teaching in Bilingual Education.

To develop methods, materials, and activities which are appropriate for students in bilingual classrooms.

To demonstrate mastery of the issues, concepts, instructional approaches, and knowledge with regard to Bilingual Education methodology.

Course Requirements:

1. Assigned readings
2. Attendance and participation in class.
3. Group project
   Develop, present, and submit a Program Proposal which incorporates your beliefs regarding the appropriate instructional approaches for bilingual learners. Your proposal should include an introduction, a theoretical/philosophical base, objectives, methods of instruction, assessment, and anticipated outcomes.
4. Individual projects
   (a) Demonstrate with concrete examples, materials, media, games, learning center, or activities a mini lesson. Submit a lesson plan which includes objectives, procedures, assessment, and how you will provide for individual needs.
   (b) Examine recent research literature (10 articles) on a topic of special

interest to you. Submit your citations and a short summary of each article on 5x8 cards.

5. Mid-term evaluation

Grading:

Class Participation	10
Group Project	30
Mini Lesson	30
Journal Articles	10
Mid-term Evaluation	20
	100 points

A = 90% of total points
B = 80% of total points
C = 70% of total points
D = 60% of total points

Course Policies:

1. All requirements must be completed to earn a passing grade.
2. Written work will be typed, proofread, and free of grammatical errors.
3. Referencing for written work should follow APA style (old or new version).
4. All assignments must be handed in on time.

CLASS SCHEDULE

	TOPIC	READINGS/ASSIGNMENTS
Week 1 (8-26, 8-28)	Introduction Legal & Political Contexts	Library Manual Prepare for discussion O & C (21-37) Fradd (1-23)
Week 2	Program Models	O & C (37-46) Choose group project Begin reading journals Crawford (20-50)
Week 3 (9-9, 9-11)	Bilingual Children Cognitive, Affective, Social Needs Cooperative learning	O & C (1-19) Plan group project
Week 4 (9-14, 9-16, 9-18)	Language Acquisitions Language Arts Integrating Language Learning	O & C (57-70) *Journal Articles due
Week 5 (9-21, 9-23, 9-25)	Methods of Teaching Planning for Instructions Teacher Effectiveness	O & C (80-100) *Mini lessons begin on Fridays only.
Week 6 (9-28, 9-30, 10-2)	Research Issues	Group Choices: Willig (1985) Fillmore, Valadez (1987) GAO Report (1987) Baker & De Raotic (1983) Cummins (1986) Krasken (1979) Lambert (1977) HaKuta (1986) Troike (1981)
Week 7 (10-5, 10-7, 10-9)	Cultural Implications Home-School Discrepancies	O & C (101-132, 133-152) Laosa (1975 or 1982)
Week 8 (10-12, 10-14, 10-16)	Science Active Learning	O & C (189-221)
Week 9 (10-19, 10-21, 10-23)	Social Studies - Our Global Community	O & C (153 - 175)
Week 10 (10-26, 10-28, 10-30)	Math Problem Solving Anxiety	O & C (189-221) *Mid-term evaluation
Week 11 (11-2, 11-4,	Expressive Arts	O & C (175-187)

11-6)		
Week 12 (11-9, 11-11, 11-13)	Assessment	O & C (223-261)
Week 13 (11-16, 11-18, 11-20)	School & Community	O & C (263-289) *Program Manuals due
Week 14 (11-23, 11-25) Thanksgiving Holiday	Community Involvement	O & C (289-309)
Week 15 (11-30, 12-2, 12-11)	Program Presentations	
Week 16 (12-7, 12-9, 12-11)	Program Presentations/Culminating Activity	

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SPCOM 482
Introduction to Applied Linguistics
T Th 11:15 - 12:30

Fall 89
Dr. Karen E. Johnson
305 Sparks Building
863-3360
M, T, Th, 1-3

Purpose of the Course: This is a survey course concerned with the application of theories of language to current issues in the areas psycholinguistics, philosophy of language, anthropological linguistics, sociolinguistics, and bi/multilingualism. Through reading, writing, and discussing the major issues in each of these areas students will come to understand how theories of language have influenced the way we think and bring meaning to what we do, the ways we communicate within different cultures and societies, and the way languages are learned and used.

Required Text: Kinko's Packet

Course Requirements:

1) Regular attendance and participation. Careful reading of all assigned readings prior to scheduled class discussions. All written assignments handed in on time.

2) Response Journal (20% of the grade)
During the first eight weeks of this course you will be expected to keep a response journal on all of the assigned readings as well as your reactions to our class discussions. On occasion, I may ask you to respond to a specific issue in your response journal. The journals should be used to summarize in your own words your understanding of the assigned readings. Include your reactions, criticisms, praises, etc... to the issues you are reading about. Do not merely summarize the articles! (I've read them already!) I am interested in what YOU think about the readings. Tell me what you do or do not understand. If you have questions about the readings, write them down. The response journal is an opportunity to use writing as a means of relating to and learning about what you are reading. The journals will be collected three times during the first eight weeks. I will respond to your journals and graded them in terms of the extent to which you have attempted to fully discuss and analyze the issues being covered in this course.

3) Mid-Term Exam (30% of the grade).

The mid-term will be a take-home exam, handed out at the end of the eighth week and collected at the end of the ninth week. You will be expected to write several clearly defined, well-organized essays in which you will be asked to analyze and synthesize certain issues which were covered during the first part of the course. You are encouraged to use your response journals as a way of preparing for the mid-term exam. Doing so will help you think through many of the issues which will be on the exam. The mid-term exam must by typed.

4) Article Reviews (20% of the grade)

During Weeks 10 - 15 you will be expected to complete written reviews of five or more journal articles. You may complete this assignment in one of two ways.

1) If you are interested in researching a particular topic of interest related to our class discussions you may choose to read five or more journal articles on this topic and write a review of the articles which you have read. Obviously, this is not intended to be an extensive review of the literature on this topic. It is, however, expected to be a carefully organized discussion of the major concepts which were presented in the articles and a critical analysis of what you have learned about this topic from reading these articles. The format and style of this type of article review will be presented in class. You will be required to hand in a photocopy of each article with your written review.

2) If you are interested in finding out more about several of the issues being discussed in class you may choose to read five or more articles on different issues and write individual reviews on each article. In each review you should discuss the major concepts which are presented in the article and provide a critical analysis of what you think about the article. The format and style of this type of article review will be presented in class. You will be required to hand in a photocopy of each article with your written review.

5) Final Exam (30% of the grade)

The final will be a take-home exam, handed out at the end of the fifteenth week and collected during final exam week. Similar to the mid-term exam, you will be expected to write several clearly defined, well-organized essays in which you will be asked to analyze and synthesize certain issues which were covered during the second half of the course. Again, you are encouraged to use your response journals as a way of preparing for the final exam. The final exam must be typed.

Week 1	8/24	Introduction / Syllabus
Week 2	8/29 & 31	Defining Applied Linguistics ✓Brown/Corder/Ritchie
Week 3	9/5 & 7	Language and Psychology The Psychology of Language ✓Clark & Clark
Week 4	9/12 & 14	Behaviorists Vs. Cognitivist ✓Stern/Chastain
Week 5	9/19 & 21	Language and Cognition ✓Slobin/Brown
Week 6	9/26 & 28	Language and Philosophy Speech Act Theory Searle
Week 7	10/3 & 5	Research on Speech Events Day/Olshtain & Cohen
Week 8	10/10 & 12	Language and Culture Society, Culture and Langauge Stern Cultural Anthropology and Linguistics Goodenough/Hale
Week 9	10/17 & 19	Context of Situation Malinowski/Firth
Week 9	10/19	Mid-Term Exam Due

Week 10	10/24 & 26	Language and Society Introduction Fromkin & Rodman
Week 11	10/31 & 11/2	Sociolinguistic Patterns * Labov I/ Labov II
Week 12	11/7 & 9	Dialectology Shuy/ Gumperz & Cook-Gumperz
Week 13	11/14 & 16	Multilingualism Societal Multilingualism/Diglossia Fasold 1-2 Language Choice/Language Planning Language Maintenance & Shift Fasold 7-8
Week 14	11/21	Bilingualism The Bilingual Mind Hakuta
Week 15	11/28 & 30	Bilingual Education Paulston/Hakuta
Week 16	12/5 & 7	Second Language Learning How a Child Learns a Second Language Hakuta How an Adult learns a Second Language Hakuta
Final Exam Week		Final Exam Due

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Labov, W. (1972) The social stratification of (r) in new york city department stores. In Sociolinguistic Patterns. (pp. 43-69). Philadelphia, University of Pennsylvania Press.

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THE PENNSYLVANIA STATE UNIVERSITY
College of Education
Division of Curriculum and Instruction

C&S 497A
Aesthetic Experiences for the Young Child
Course Syllabus
Fall 1989

Instructor:	Mrs. Lillian Negrón, M.Ed.
Office:	158 Chambers
Phone:	863-1692 LCL 12
Office Hours:	TR 8:30-9:30 or by appointment
Meeting Room:	233 Chambers Building
Meeting Time:	TR 9:45-11:00 a.m.

Course Description: This experimental course will be divided into three sections: the importance of aesthetic experiences for young children, play, and physical environments. This course is intended to examine the use of art and music in the young child's multicultural classroom as well as the examination of play as a medium for learning. Additional emphasis will be given to the study of the relationship between space or physical environments and the behaviors of those who live and play therein.

Requirements:

A. **Assigned Readings:** The readings below are taken from current and up-to-date sources dealing with the importance of play, physical environment, art and music in the preschool years and their relation to early childhood education and development.

B. **Competencies:** The competencies for the course are:

1. To understand and demonstrate theoretical approaches to viewing aesthetic growth and cultural settings.
2. To identify, demonstrate and integrate supplemental teaching concepts to the curriculum areas through music and art.
3. To describe priorities in environmental planning, concerns and solutions for a quality play environment.
4. To read assigned readings and assimilate information and lecture materials, and to discuss ideas and concepts.
5. To write a term paper on selected topics relative to the class.

C. **Modes for Accomplishing and Assessing the Competencies:** The modes or ways in which the competencies are developed and in turn evaluated follow:

1. Individual discussion (Competency numbers 1, 3-4). Students will take responsibility (alone or with others) for leading the discussion during at least two class meetings. This should include preparation of an informal critical summary of the assigned readings and a set of discussion questions.
2. Demonstration classes or Microteachings (Competency number 2). Working in groups and alone the student will prepare classes of art and music experiences and demonstrate these skills and understanding and uses in dealing with cultural differences.

3. Quiz (Competency numbers 1-4). The quiz will cover content and applications from assigned readings, lectures and group discussions.
4. Term paper (Competency number 5). This paper can take the form of research using books and articles about uses of physical environment, play, music and art as a final project and presentation. Other alternatives will be considered. Papers are due on Tuesday, December 5, 1989.

D. Point Assignments and Grading System: For each of the above competencies and products derived to demonstrate them, the maximum or total points assigned to each project are:

1.	Class attendance	10 points
2.	Individual discussion (2)	20 points
3.	Demonstration (microteaching) (2)	40 points
4.	Term paper and presentation	20 points
5.	Quiz	10 points
	Total	100 points

Grading

Graduate Students

A	90 of 100 total points
B	80 of 100 total points
C	70 of 100 total points
D	60 of 100 total points

Note: The final grade will be explained and discussed with each student.

Course Policies:

1. All assignments and microteachings are to be turned in on the designated date. Late assignments and microteachings will result in loss of points.
2. Written assignments are to be typed (APA style).
3. Class attendance is required. Students must attend classes actively, and participate in all discussions.

Required Packet:

Packet of handouts and readings; available at the Penn State Campus Bookstore.

Optional Books:

Bergen, D. (1987). Play as a medium for learning and development. NH: Heinemann Educational Books, Inc.

Johnson, J.E.; Christie, J.F.; and Yawkey, T.D. (1987). Play and early childhood development. Illinois: Scott, Foresman and Company.

COURSE OUTLINE

Session	Day/Date	Topic/Reading
1	Thursday, Aug. 24	Introduction Overview of course, assignments Syllabus and requirements
2	Tuesday, Aug. 29	**Aesthetic Development** Feeney & Moravcik, A Thing of Beauty: Aesthetic Development in Young Children, 1-10; M. Taunton, Artistic and Aesthetic Development: Considerations for Early Childhood Educators, 11-17.
3	Thursday, Aug. 31	**Music and Early Childhood Education** M. Brand & D.E. Fernie, Music in the Early Childhood Curriculum, 40-45; R. Hitz, Creative Problem Solving Through Musical Activities, 52-57; Early Childhood, 80-81.
4	Tuesday, Sept. 5	D.J. Shetler, Prenatal Music Experiences, 58-63; L.S. Roberts, Movement, 88-102; D.T. McDonald, Montessori's Music for Young Children, 46-51.
5	Thursday, Sept. 7	**Art and Early Childhood Education** J.S. Koroscik, Art Education: Another Perspective, 122-125; Connecting through the class: The classroom connection, 29-32; R. Schirrmacher, Talking with Young Children about Their Art, 33-37.
6	Tuesday, Sept. 12	M. Taunton, Questioning Strategies To Encourage Young Children, 25-28; Drawing: Its purpose and power, 23-24; Ideas that work with Young Children, 38-39; D.G. Fassler, Children's Drawings from China and the Soviet Union, 106-114.
7	Thursday, Sept. 14	**Science** M. Ziemer, Science and the Early Childhood Curriculum: One Thing Leads to Another, 64-71.
8	Tuesday, Sept. 19	**Math** J.I. Stone, Early Childhood Math: Make It Manipulative!, 72-79.

Session	Day/Date	Topic/Reading
9	Thursday, Sept. 21	A.S. McNamee, Museum Readiness - Preparation for the Art Museum, 115-121.
10	Tuesday, Sept. 26	Theories of Play: Classical, Modern, and Contemporary JCY: Preface & Chapter 1, 8 Bergen: ix-25, 27-47.
11	Thursday, Sept. 28	Play and Early Childhood Education JCY: Chapters 2, 12 Bergen: 169-180; 9-22.
12	Tuesday, Oct. 3	Cognitive Development and Play Bergen: 81-102; 75-79.
13	Thursday, Oct. 5	Play and Social Development JCY: Chapter 5.
14	Tuesday, Oct. 10	Development of Play JCY: Chapter 3 Bergen: 49-66.
15	Thursday, Oct. 12	Play and Special Education Bergen: 137-165; 275-297.
16	Tuesday, Oct. 17	Play and Culture and Social Class JCY: Chapter 7.
17	Thursday, Oct. 19	Play and Gender JCY: Chapter 6 Bergen: 107-135.
18	Tuesday, Oct. 24	Physical Environment and Play JCY: Chapter 10.
19	Thursday, Oct. 26	Planning Environments for Young Children Kritchevsky and Prescott: 5-53.
20	Tuesday, Oct. 31	Environmental Concerns (indoor and outdoor) for all Good Play Handout
21-30	Thursday, Nov. 2 - Tuesday, Dec. 5	Microteachings For demonstration classes, each student will plan and teach two classes. One class is on art and the other is on music and both focus on cultural differences in these aesthetic areas. Each class session will focus on classes in art and the other in music on those days. After each

Session	Day/Date	Topic/Reading
		demonstration/microteaching, evaluation and discussion (30 minutes each part) in each session will be held.
31	Thursday, Dec. 7	Presentations (Term Paper).

C & S 497A: Physical Environments for Diverse Cultural Settings

Summer 1989: June 7 - June 27, ~~2-4:30~~ 1-3:30pm MTWHF

Lynn Hartle 173 Chambers 863-1499(o) / 237-4800(h)
(Office hours: 1/2hr. before and after class)

Textbook:

Greenman, J. (1988). Caring spaces, learning places: Children's environments that work. Redmond, WA: Exchange Press Inc.

Other books and articles can be borrowed from the collection on reserve at the Curriculum Materials Center or checked out of the Pattee or Architecture library. I also own a collection of playground and indoor equipment catalogues that students may borrow for ideas.

Course Goals:

1. Develop an understanding of the impact of physical environment (space, equipment, materials, etc.) on child behavior and learning.

3. Develop criteria for effective selection, organization, and use of indoor and outdoor play environments (space, equipment, materials, individual differences).

4. Observe, analyze, and evaluate various indoor and outdoor play environments and materials.

5. Design effective indoor and outdoor physical environments.

6. Prepare two observation reports of early childhood settings using the National Academy's Accreditation Standards and/or the Early Childhood Environment Rating Scale.

7. Complete all assigned readings and participate actively in all class discussions and small group in-class projects.

Requirements and Grading:	max. points possible:
Class Attendence and participation	20 pt.
Group Presentation on veriables that effect the environment	20 pt.
Indoor design (due June 19th)	20 pt.
Observation reports - 2 indoor/1outdoor (due June 23rd)	20 pt.
Outdoor design (due June 26th)	20 pt.

• All assignments can be turned in before due date.

100-95(100-90)* = A 94-90 = A- 89-85 = B+ 84-81(89-80)* = B
80-78 = B- 77-70(79-70)* = C 69-60 = D

*Grades for graduate students in parentheses.

June 22nd, Thurs.

Read	Topic/Activity	Presentation	Due
	• observe playground/field trip		

June 23rd, Fri.

Read	Topic/Activity	Presentation	Due
	•Discuss outdoor observations • adult place outdoors/rough&tumble	• 2 indoor observ.	• 2 ind. obs. • outd.obs.

Weekend! (CMC not open! But, great time to complete activities.)

*****Week 4: More on Environments*****

June 26th, Mon.

Read	Topic/Activity	Presentation	Due
Chapt. 14	•playground evaluation/safety • Participatory approach in design	• outdoor design • guest speaker	• outd.des.

June 27th, Tues.

Read	Topic/Activity	Presentation	Due
	• Touch me museums, doctors' offices, hospitals, shopping centers	• What have we learned!	

Description of Projects

Indoor&outdoor design

1. Floor plan of desired physical spaces, size

2. Writ. report, pt.1
•where is it?
•who will use it? (ages, SES, religion)
•how many?
•program goals?
•schedule of day.

3. Writ. report, pt.2
•give rationale for equipment available
•give rationale for lighting, ceiling, floor
•give rationale for arrangement; why areas located as such.

4. Include references and reference page

5. Can have 2 people per project, one writ. report per project.

Group present. variables

1. Review research on topic of choice*, What does research indicate?

2. What are the impacts of variables on social, cognitive and emotional behaviors?

3. What are your recommendations?

4. 20-30min. group presentation to class; must use visual &/or auditory aides (ie. posters, overheads, equip., slides, VCR)

5. Written report of list variables and effects with references, 1-2 pgs.

6. 3 people/group

*sign up for topics

2 indoor observations

1. For each center spend 1hr. in a class

2. Describe center generally: #of child., philosophy, #of class. ~~# of children~~

3. Survey class, write 1st impressions

4. Choose 10 NAEYC criteria to observe for each center: descr. what see: use objective detailed descriptions. How does what you observe seem to effect the class?

5. Compare and contrast centers, obj!

6. Report must be typed or word processed; can have 2 people per report; both must go to both centers!

Outdoor observation

1. Choose site, not same as indoor obs.

2. Observe 2 areas for 3 min. each

3. Fold paper in half: observ.-interpreta.

4. Note: running, what large and small equipment used and how, how many in group, who is trying to be in group, take down exact conversation as can, etc.

5. Interpret each observation

6. Summarize and recommend

7. Report can be handwritten

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******Week 1: Understanding Children's Settings******

June 7th, Wed.

Read	Topic/Activity	Presentation	Due
	• Course introduction • Film on environments • Place identity		

June 8th, Thurs.

Read	Topic/Activity	Presentation	Due
Chapt. 1&2	• Setting Goals • Developmentally Appropriate practice • Cultural diversity, special needs		

June 9th, Fri.

Read	Topic/Activity	Presentation	Due
Chapt. 3	• Observing programs using: ECRS, NAEYC Accred. Standards, H.O.M.E. • Manipulation of environmental variables (Tests)		• Call centers to schedule observ.

!Weekend! (CMC not open! But, great time to complete activities.)

******Week 2: Quality Indoor Environments******

June 12th, Mon.

Read	Topic/Activity	Presentation	Due
Chapt. 4	• Infants and Toddlers, New Kids on the Block in Group Care	• Guest speaker	

June 13th, Tues.

Read	Topic/Activity	Presentation	Due
Chapt. 5&6	• Inexpensive resources • Setting priorities for materials	• Materials	

June 14th, Wed.

Read	Topic/Activity	Presentation	Due
Chapt. 7,8,10	• preschools in other countries	• Interiors/Storage	

June 15th, Thurs.

Read	Topic/Activity	Presentation	Due
Chapt. 9,11,12	• Planning learning centers • What about adults?	• Organizing space	

June 16th, Fri.

Read	Topic/Activity	Presentation	Due
	• Childrens' choice (Phleuger&Zola) • primary grades public/private/after school care		

!Weekend! (CMC not open! But, great time to complete activities.)

******Week 3: Quality Outdoor Environments******

June 19th, Mon.

Read	Topic/Activity	Presentation	Due
Chapt. 13	Playgrounds: Types, history	• indoor design	• ind. design

June 20th, Tues.

Read	Topic/Activity	Presentation	Due
	• slides of structures • devel. approp. infant-3rd. grade	• creative outdoor	

June 21st, Wed.

Read	Topic/Activity	Presentation	Due
	• What else can you do with climbers • Outdoor environment activity • playgrounds in other countries	• large muscle structures	

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Ling. 448
Intro. to Sociolinguistics
T R 9:45 - 11:00
107 Sackett

P. Baldi
Spring 1990

Format & Purpose

The format of the course is principally lecture/discussion. There will be some in-class presentations by students during the semester, primarily on readings from Labov's book. There will also be occasional outside readings from articles and books which will be distributed in class as time and interest dictate.

Outline

We will generally follow the chapter breakdowns in Hudson's textbook. Students are required to do the reading for each class. Discussion of the readings is the cornerstone of each class meeting. Students should prepare questions and record their observations from the readings.

Labov's Sociolinguistic Patterns will be the focal point of discussion when we reach chapters 4 and 5 of Hudson's book. Assignments will be made from Labov's book for class discussion. During this presentation period ALL students are required to do the reading of each article while two students are responsible for reacting to the article and the instructor's presentation. Other students are required to prepare three or more research questions from each article and to suggest possible avenues of inquiry to answer the questions. These will be handed in and will count toward the final grade.

There will be a final exam. or project (field) collecting data + analysis of it - e.g. - bilingu ~~can~~ be over spring b

Each student must write a term paper of unspecified length dealing with some aspect of language in its social context. All topics must be approved in advance. A 100-word abstract of your paper is due by March 18, 1990.

Office: 442 Moore
Telephone: 865-6873
Office Hours: M W 10:30 - 11:30

Textbooks:

~~Sociolinguistics, by R. Hudson. Cambridge~~ University Press, 1980.

Sociolinguistic Patterns, by William Labov. University of Pennsylvania Press, 1972.

Labov. about Chap. 7

An Introduction to Sociolinguistics -

K. Hughes

Ling. 448

TENTATIVE CLASS SCHEDULE, PART I

Readings are due on the date designated in class. Items identified as discussion questions should be prepared in advance for open class discussion.

Orientation	Tues., Jan. 9
Orientation	Thurs., Jan. 11
Wardhaugh, Chaps. 1, 2, 3	HAVE ALL THIS READ BY THURS., JAN. 18

Discussion: #2, p. 4; #3, pp. 7-8; #1, p. 12; #2, pp. 14-15; #7, p. 16; # 1, p. 19; #2, pp. 23-24; #2, p. 38; #10, p. 39; #13, p. 40; #1-6, p. 44; #2, p. 51; #5, pp. 51-52; #2, p. 57; #2, p. 60; #2, 3, p. 66, #6, pp. 69-70; #3, p. 76, #5, p. 85

Wardhaugh, Chap. 4

Discussion: #2, p. 87; #1, 3, p. 93; #1, p. 99; #2, 3, pp. 111-112.

Wardhaugh, Chap. 5

Discussion: #2, p. 118-119, #1, 2, pp. 122-123; #1, 3, p. 126.

Wardhaugh, Chap. 6

Discussion: #1, p. 133; #4, p. 134; #2, 3, 4, p. 138; #1, 2, p. 145; #2, 3, p. 154.

Wardhaugh, Chap. 7

Discussion: #1, 3, 4, pp. 163-164; #2, 3, p. 175; #2, p. 178; #1, 2, 4, p. 186.

1-8-90 [illegible]

Tentative (To Be Revised)

Ed Psy 421
Learning Processes Applied to the Classroom

Spring 1990

F. J. Di Vesta
314 CEDAR Building
863-2349

Textbooks and Readings

The primary textbooks in the course are:

Ellen Gagne. The Cognitive Psychology of School Learning. Little Brown.
Donald A. Norman. Learning and Memory. San Francisco: Freeman.

Other readings assigned (see syllabus) will be on reserve in the Curriculum Materials Center (CMC). (Please note that some of the readings in CMC are authored by Robert Gagne. These are not from the same book as your regular textbook which is written by Ellen Gagne.) Mastery of these assignments will provide you with a firm grasp of the concepts and fundamental principles of cognitive psychology as it applies to courses in curriculum, methods, supervision, counseling and the like. Lectures and classroom discussions supplement reading assignments, not overlap them. Please read the assignments for a given unit before the unit is introduced in class.

Office Hours

Immediately after class or by appointment.

Application Objectives

If you have taught at any level, the application ("knowing how") of psychological principles to instruction and other interventions will become apparent to you. Principles are learned in terms of the way they are used (i.e., by doing). If you have not taught, place yourself in the position of teacher, counselor, parent and/or student to see how these principles apply to intervention practices. Careful observation of others in every day real life...your college instructors, your student peers, and people in other behavioral settings such as those shown in the media...can be most useful supplements to studying.

Cognitive psychology emphasizes active learning (sometimes called generative learning) and information processing by the learner. As learner, you have the responsibility of controlling that activity (processing), for example, (1) select important information; (2) attend, observe, interpret, and relate ideas within the text to each other; (3) relate "new" ideas to those you already know, refine old ideas, find implications and applications, summarize; (4) identify contexts (situations) in which this principles are situated; and, (5) know about your own capabilities in processing.

Grading

The final grade will be based on class participation (remember that you can't participate if you don't attend) and the average of four non-cumulative examinations. Each of the four examinations will consist of about 50 multiple-choice questions and one or two examinations may have short-answer questions as well. In all exams applications are emphasized. A good study method . . . try to explain the material to another person.

The average score for each exam will be posted shortly after the exam is given. This will provide you with a rough measure of your standing in class (some adjustments may be made for participation in class when final grades are assigned). Performance on exams is used to help determine your grasp of the information. (However, I also use grades on exams to determine whether some points need further clarification.) Roughly, average scores may be translated into letter grades as follows:

85% = A
80-84% = B+
70-79% = B
60-69% = B-
55-59% = C+
50-54% = C

Test covers only material covered in period of testing.

Tentative
Syllabus
Ed Psy 421 - Spring 1990

INTRODUCTION/REVIEW

January			
8	M	1	Learning and instructional events D. Norman, Ch. 1, pp. 1-4 R. Gagne, Ch. 1, pp. 1-21, CMC R. Gagne, Fig. 15-1, pp. 304, CMC
10	W	2	
12	F	3	Associative learning: Desensitization, Behavioral objectives and behavioral classroom management. R. Gagne, Ch. 2, pp. 22-45, CMC Gage/Berliner, Ch. 12, pp. 270-297, CMC
15	M	4	
17	W	5	

INFORMATION PROCESSING

19	F	6	Information Processing: the machinery for learning, and how it is used. Compare with computers. D. Norman, Ch. 2, pp. 5-9 E. Gagne, Chs. 1-2, pp. 3-33 R.M. Gagne, Ch. 4, pp. 70-88 CMC
22	M	7	
24	W	8	Knowledge states: related study techniques, teaching methods, and means of evaluation. D. Norman, Ch. 15, pp. 81-89
26	F	9	
29	M	10	
31	W	11	Schemata, knowledge structures and declarative knowledge. How prior experience is represented in memorial structures and how it affects learning and memorability. E. Gagne, Ch. 3, pp. 35-67 D. Norman, Chs. 9-12, pp. 45-66
February			
2	F	12	FIRST TEST

CONDITIONS OF LEARNING AND RELATED INSTRUCTIONAL EVENTS

General characteristics

5	M	13	Motivation: Observational learning, anxiety, nAch, attribution, curiosity, level of aspiration. E. Gagne, Ch. 11, pp. 301-319
7	W	14	
9	F	15	
12	M	16	
14	W	17	
16	F	18	Memory: Increasing memorability through textual characteristics and learning strategies; different levels of processing. D. Norman, Chs. 4-8 incl., pp. 18-44 E. Gagne, Ch. 4, pp. 71-101
19	M	19	
21	W	20	
23	F	21	

February 26 - March 2   Spring Break

5	M	22	Memory (continued)
7	W	23	
9	F	24	**SECOND TEST**
12	M	25	Transfer: Acquiring procedural knowledge and the use of processing aids (notetaking, outlining, adjunct questions, etc.). E. Gagne, Ch. 5, pp. 102-135 E. Gagne, Ch. 6, pp. 151-161
14	W	26	
16	F	27	

INSTRUCTION FOR SPECIFIC LEARNING OUTCOMES

19	M	28	Task analysis, types of learning Reilly & Lewis: Gagne's Hierarchy, CMC
21	W	29	Skills D. Norman, Learning and memory, Chs. 13-14 Fitts & Posner, Ch. 2, pp. 8-25 and Ch. 3, pp. 26-41, CMC
23	F	30	
26	M	31	Concepts: E. Gagne, Ch. 5 and Ch. 10 [illegible]
28	W	32	
30	F	33	
April			
2	M	34	**THIRD TEST**
4	W	35	Learning strategies and problem-solving E. Gagne, Ch. 6, pp. 136-151 and Ch. 12, pp. 320-348 Weinstein & Mayer, Ch. 11, pp. 315-327, CMC
6	F	36	
9	M	37	
11	W	38	
13	F	39	Attitude formation and change L. Cronbach, Ch. 17, Attitude Development, CMC
16	M	40	
18	W	41	
20	F	42	
23	M	43	
25	W	44	
27	F	45	**FOURTH TEST (Date is final. No exceptions can be made. Please make your plans accordingly.)**

K. Nagain

Daily - June 20-August 1, 1990
9:35-10:50
105 Willard

Instructor
Edmund C. Short
142 Chambers
865-6569

CI 550.601
Overview of Contemporary School Curriculum (3)

This course provides an overview of current school programs in grades K-12 and provides an introduction to the process of introducing new content into the curriculum.

Texts: John D. McNeil, Curriculum: A Comprehensive Introduction, 4th Ed. Scott, Foresman, 1990.

Activities: (1) Read textbook assignments, prepare questions, discuss in class, and take quizzes.

(2) Prepare for and participate in a panel presentation on one subject field within the curriculum K-12. - need to participate

(3) Submit of a paper on a curricular topic of personal interest. - not major research, related to cur.

no final, no tests

Class Schedule:

Wed
Go to library

June 20 Introduction
21 Chapter 1 - Conceptions of Cur. (Humanistic) 26pp.
22 Chapter 2

25 Chapter 3 (integrated cur.)
26 Core curriculum
*27 Chapter 4
28 Arts
29 Chapter 5

July 2 Comp. literacy
3 Chapter 6
4 Holiday
5 Home ec / ind. arts
6 Chapter 7

9 - Our presentation Critical thinking
10 Chapter 8
11 - Science
12 Chapter 9
13 Math

July 16 Chapter 10
17 S. S.
18 Chapter 11
19 Health + PE
20 Chapter 12

23 Voc. ed.
24 Chapter 13
25 Foreign lang
26 Chapter 14
27 - Bil. ed - everybody involved

30 Chapter 15
31 - Reading + Lang. Arts
Aug. 1

July 31 - Paper due

Course Evaluation

Class Participation 30% based on: evidence of reading, knowledge of issues, degree of involvement.

Panel Presentation 40% based on: quality of research, choice of information provided, interest generated. - current picture of subject - lead into discussion - provide facility

Paper 30% based on: suitability of references, organization of paper, personal value of topic.

Length is not the most imp.

Tuesdays
2:00–4:00
& Appointment
400 Rackley (CMC)

Instructor
Edmund C. Short
142 Chambers
865-6569

CI 550.2
Overview of Contemporary School Curriculum (3)

This course provides an overview of current school programs in grades K-12 and provides an introduction to the process of introducing new content into the curriculum.

Texts: R.S. Brandt, ed., *Content of the Curriculum*. 1988 ASCD Yearbook. (Required)
P.F. Oliva, *Developing the Curriculum*, ed., 1988 (Scott, Foresman (Optional)

Activities:

(1) Reading weekly assignments and active participation in class discussions.

(2) Preparation for and participation in a panel presentation on one subject field within the curriculum K-12.

(3) Submission of a paper on a curricular topic of personal interest.

Class Meetings: Each meeting will consist of a student panel presentation and a topical discussion related to the Oliva text. See accompanying schedules of panel presentations. Topics scheduled for lecture and discussion on the Oliva text are as follows:

January	12	Orientation to Curriculum	
January	17	Chapter 1	Definitions
January	24	Chapter 2	Curriculum Development
January	31	Chapter 6	Philosophy and Aims
February	7	Chapter 8	Goals and Objectives —
February	14	Chapter 7	Needs Assessment
February	21	Chapter 5	Curriculum Planning Processes
February	28	Spring Break	
March	7	Chapter 3	Levels of Planning
March	14	Chapter 4	Curriculum Leaders
March	21	Chapter 15	Curriculum Guides
March	28	Work on Papers	
April	4	Chapter 14	Current Issues and Problems
April	11	Chapter 13	Evaluating Curriculum
April	18	Chapter 9	Organizing & Implementing the Curriculum
April	25	Summary	

Course Evaluation:

Class Participation	– 30% Based on:	evidence of reading, knowledge of issues, degree of involvement.
Panel Presentation	– 40% Based on:	quality of research, choice of information provided, interest generated.
Paper	– 30% Based on:	suitability of references, organization of paper, personal value of topic.

CI 550.2

17 January	Course Introduction
24 January	Curriculum Planning Process & Guides
31 January	Math Maribel Martha
7 February	Language Arts Carmen Sandra
14 February	Social Studies Sussie Elba
21 February	Science Marlene Sandra
28 February	Spring Break
7 March	Music-Fine Arts Matilde Maria
14 March	No class meeting. Work on panel or paper
21 March	Health-Physical Ed. Maribel Sussie
28 March	No class meeting. Work on panel or paper
4 April	Computer Ed. Martha Carmen
11 April	Foreign Language. E.S.L. Maria Marlene
18 April	Home Ec. & Tech. Ed. Matilde Elba
25 April	Course Warp-Up

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EDPSY 400 FALL 1989

INTRODUCTION TO STATISTICS IN EDUCATIONAL RESEARCH

CLASS MEETINGS

MWF 12:20-1:10 (5TH PERIOD) ~~112 WALKER BLDG~~. 123 Chambers

INSTRUCTOR

DENNIS ROBERTS
308 CEDAR BLDG.
863-2401

REBECCA TOOMBS
212/213 CEDAR
865-1881 (Leave message)

COURSE MATERIAL

ROBERTS, DENNIS M. Draft material for third edition of text. Only available at KINKOS on College Avenue (Basement). This material includes topics on learning to use MINITAB PLUS the necessary statistical topics.

Other handout material will be distributed in class.

GENERAL COURSE OBJECTIVES

1. Recognition and definition of basic descriptive and inferential statistical terms and concepts.
2. Arrive at reasonably accurate answers to selected statistical problems and procedures.
3. Demonstration of competence in using elementary MINITAB commands for data manipulation and analysis.
4. Recognition of when and when not to use certain statistical procedures.

LECTURES

Consult the TENTATIVE DAILY OUTLINE for dates and general content of lectures. The primary purposes of the lectures are to CLARIFY and REVIEW material you have already read.

ATTENDANCE

I will not be responsible for material you miss by not attending lectures and assigned lab time.

POLICY ON CHEATING

My policy on cheating is that if you are caught cheating, I will fail you in this course. Types of cheating that are punishable like that are: copying from others on tests, having another person sit in for you on a test, having someone else do your take home projects, and similar dishonest behaviors.

CALCULATORS AND COMPUTERS

While it is important to have access to a good calculator, the primary stress for calculation in this course is on the computer and the software system MINITAB. You MUST learn MINITAB in this course and you will be tested on it. But, do not panic, MINITAB is very easy to learn. To assist you in this process, some of the material in the text is devoted to MINITAB procedures and we will also be going into the lab several times for demonstrations with MINITAB. In addition, I will be getting computer accounts for each of you who would like to use MINITAB via a terminal and the mainframe.

IN-CLASS TESTS

There will be 3 multiple-choice tests given in class according to the TENTATIVE DAILY OUTLINE schedule. Each test will have 25 items. These tests will emphasize the use of MINITAB, simple calculations and your understanding of basic concepts and terminology. You can bring a small 3 by 5 INCH notecard with you to the tests with anything on it that you want. Scores on these tests will be posted in 202 Chambers the next working day AFTER the test. THERE ARE NO MAKE UP TESTS! It is my policy to QUICKLY go over each test the next class session after the test is given.

TAKE-HOME PROJECTS

There will be 2 short take-home MINITAB projects required in this course. Each will be worth 20 points. Again, see TENTATIVE DAILY OUTLINE for due dates for these. For these projects, it is OK to work together in small groups. However, every person in the group must turn in their own project paper and is responsible for understanding all the work that is turned in.

HELP SESSIONS

If there is time, we will try and arrange help sessions just before scheduled tests.

TUTORIAL HELP

If at any time you feel that you need more extensive tutorial help, please let me know. I may be able to get you in touch with someone who, for a price, can provide you with more individualized help. Do not wait too long to do this if you are beginning to realize that you need additional assistance. However, before doing that, you should remember that you have access to using the office hours for either myself or Rebecca Toombs.

GRADING POLICY

Tests in class	3 times 25	=	75
Take-homne projects	2 times 20	=	40
	TOTAL	=	115

$\frac{25}{115}$

A = 104 and up
B = 92 - 103
C = 81 - 91
D = 69 - 80
F = 68 and down

There will be no deviation from this grading scale.

Where appropriate, + and - will be attached to the grades within 2 points of the major cutting points. This will only impact on grades of undergraduate students.

FINAL COMMENTS

1. My policy is not to give any deferred grades.
2. I want you to earn as high a grade as possible and will do everything to help you achieve that. However, don't YOU give up trying!!!
3. If you do not understand something, ASK! I cannot give you assistance if you do not make the problem known.
4. Use MINITAB as much as you can for ALL OF YOUR WORK.
5. Use good test taking strategies when taking the tests in class like: reading every word in the full question before trying to answer it, double checking that you have marked the correct answer on the answer sheet, and double checking your calculations. In addition, remember that you can come up and ask me a question about an item you do not fully understand. I may or may not be able to help you but it still is worth a try!

COURSE SYLLABUS
SPCOM 493 - METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE
FALL 1988

Instructor: Patricia Dunkel
Office: 302 Sparks Building
Office Hours: W (3:00 -[illegible]) & T & R (2:45-3:45)
and by appointment

GOALS OF THE COURSE

1. To acquaint students with the theory and nature of second/foreign language learning and instruction.

2. To describe and illustrate nine methodological approach to second/foreign language teaching.

3. To review the pedagogical literature on the teaching of the component language skills of listening and reading comprehension, speaking, and writing across the L2 curriculum.

4. To examine current approaches to teaching the component skills in current TESL texts and classroom materials.

5. To analyze principles of L2 test construction and to construct L2 tests.

6. To examine the principles of TESL/TEFL syllabus design in scope and sequence.

7. To determine appropriate models and strategies for teaching the L2 culture in L2 environments.

8. To overview the role of instructional technology in L2 instruction/learning.

COURSE REQUIREMENTS:

Class Attendance.

Participation in class discussions and activities.

Observation of 5 ESL classes at the Intensive English Communication Program and/or the Center for English as a Second Language (or other suitable ESL classroom) and written observations of the classes. (Due the last day of classes.)

Submission of 1 videotape of a Microteaching Session (filmed in the Audio-Visual Services Lab in the basement of the Sparks Building) with an accompanying critique of the performance. (Due 11/22.)

Midterm & Final Examinations.

GRADING

Midterm Exam (30%)
Final Exam (40%)
Microteaching Videotape (15%)
Observation Journals (15%)

TEXTBOOK & ARTICLE ASSIGNMENTS

In HUB Bookstore (Required)

Chastain, K. (1988). **Developing Second-Language Skills: Theory and Practice (3rd ed.). New York, NY: Harcourt Brace Jovanovich.**

Dubin, F., Eskey, D. E., & Grabe, W. (1986). **Teaching Second Language Reading for Academic Purposes. Reading, MA: Addison-Wesley Publishing Co.**

Larsen-Freeman, D. (1986). **Techniques in Testing. New York: Oxford University Press.**

Long, M., & Richards, J. **Methodology in TESOL. Rowley, MA: Newbury House Publishers.**

Pattison, P. (1987). **Developing Communication Skills. New York, NY: Cambridge University Press.**

Raimes, A. (1983). **Techniques in Teaching Writing. New York, NY: Oxford University Press.**

Ur, P. (1983). **Teaching Listening Comprehension. New York, NY: Cambridge University Press.**

In Reserve Reading Room

Crandall, J. (1987). *English language teaching "out there": The world of the TESOL professional.* TESOL Newsletter. XXI (4), 29-30.

Daiute, C. (1985). **Writing and Computers. New York, NY: Addison-Wesley Publishing Co.**

Dunkel, P. (1987). *Computer-assisted instruction (CAI) and computer-assisted language learning (CALL): Past dilemmas and future prospects for audible CALL,* Modern Language Journal. 71 (3), 250-260.

Dunkel, P. (1986). *Developing listening fluency in L2: Theoretical principles and pedagogical considerations,* Modern Language Journal. 70 (2), 99-106.

Dunkel, P. (1982). *Videotape: The seductive instructional medium,* AZ-TESOL Newsletter 7, 10.

Dunkel, P. (1981). *Computers in ESL: Gee-wiz gadgetry or useful instructional tool?* NAFSA Newsletter. 32, 88-89.

Maple, R. (1987). *TESL versus TEFL: What's the difference?* TESOL Newsletter. XXI (4), 35-36.

Oller, J. W., & Richard-Amato, P. (Eds.) (1983). **Methods that Work: A Smorgasboard of Ideas for Language Teachers. Rowley, MA: Newbury House Publishers.**

Omaggio, A. (1986). Teaching Language in Context: Proficiency-Oriented Instruction Boston, MA: Heinle & Heinle Publishers.

Rivers, W. (1987). Interactive Language Teaching. New York, NY: Cambridge University Press.

SCHEDULE OF CLASSES & READING ASSIGNMENTS

INTRODUCTION & ORIENTATION TO THE FIELD OF TESL/TEFL

8/25 Crandall (pp. 29-30)
Maple (pp. 35-36)

THE THEORY AND NATURE OF SECOND LANGUAGE (L2) LEARNING AND THE ENVIRONMENT OF L2 LEARNING

8/30 Long & Richards (Chapters 1-5)

9/1 Long & Richards (Chapters 28-30)
Oller & Richard-Amato (Chapters 1-4; 20)

FOUR TEACHING METHODOLOGIES: GRAMMAR-TRANSLATION / DIRECT METHOD / AUDIO-LINGUAL / SILENT WAY

9/6 Larsen-Freeman (Chapters 1-5)
Oller & Richard-Amato (Chapters 6-7; 17-19; 29)

FIVE TEACHING METHODOLOGIES: COMMUNITY LANGUAGE LEARNING / TPR / COMMUNICATIVE APPROACH / COMPREHENSION APPROACH / NATURAL APPROACH

9/8 Larsen-Freeman (Chapters 6-9; epilogue)
Oller & Richard-Amato (Chapters 5; 8-12; 27)

TEACHING LISTENING COMPREHENSION: UNDERSTANDING SPOKEN ENGLISH

9/13 Oller & Richard-Amato (Chapter 26)
Long & Richards (Chapters 12-13)

9/15 Dunkel *(Developing Listening Fluency in L2 ...)*
Ur (Chapters 1-3)

TEACHING LISTENING COMPREHENSION: PLANNING CLASSROOM ACTIVITIES

9/20 Ur (Chapters 4-5)
Rivers & Temperley (pp. 98-109)

9/22 TESOL Newsletter XIX (6). (Entire issue for article of interest)
Chastain (Chapter 7)

TEACHING SPEAKING FLUENCY: DEVELOPING COMMUNICATION SKILLS

9/27	Long & Richards (Chapters 14-16) Omaggio (Chapter 5)
9/29	Oller & Richard-Amato (Chapters 21-24) Pattison (Chapters 1-2)
10/4	Pattison (Chapters 3-7) Chastain (Chapter 10)

TEACHING READING COMPREHENSION: THEORETICAL CONSIDERATIONS

10/6	Long & Richards (Chapters 17-19)
10/11	Dubin, Eskey, & Grabe (Chapters 1-2) Long & Richards (Chapters 25)

TEACHING READING COMPREHENSION: BEGINNING / INTERMEDIATE / ADVANCED

10/13	Dubin, Eskey, & Grabe (Chapters 3-5) Chastain (Chapter 8)
10/18	Long & Richards (Chapters 26-27)
10/20	MIDTERM EXAMINATION

TEACHING GRAMMAR & WRITING: GUIDED PRACTICE IN COMPOSING

10/25	Long & Richards (Chapters 22-24)
10/27	Long & Richards (Chapters 20-21) Chastain (Chapter 9)

TEACHING WRITING: EMPHASIZING THE PROCESS; COMPUTERS & WRITING

11/1	Raimes (Chapters 1-5)
11/3	Raimes (Chapters 6-9) Daiute (Chapters 1-6)

SYLLABUS DESIGN & COURSE DESIGN: SCOPE & SEQUENCE

11/8	Long & Richards (Chapters 6-9)
11/10	Chastain (Chapter 12)

THE EVALUATION OF LEARNING: TESTING & MEASUREMENT

11/15	Long & Richards (Chapters 31-33) Chastain (Chapter 14)
11/17	Madsen (Chapters 1-5)
11/22	Madsen (Chapters 6-9; Appendix)

TEACHING CULTURE: DEFINITIONS, MODELS AND STRATEGIES FOR TEACHING

11/29	Chastain (Chapter 11) Omaggio (Chapter 9)

TECHNOLOGY & LANGUAGE TEACHING: AUDIO/VIDEO & COMPUTERS

12/1	Rivers (Chapters 11-14) Dunkel *Computer-assisted instruction (CAI) ...* Dunkel *Computers in ESL:Gee-Wiz Gadgetry ...* Dunkel *Videotape: The Seductive Instructional Medium ...*

FACTORS TO CONSIDER & MEETING STUDENTS NEEDS

12/6	Chastain (Chapter 5-6)

METHODS AND METHODOLOGY RECONSIDERED: APPROACHES, DESIGNS, PROCEDURES

12/8	Long & Richards (chapters 10-11) Chastain (Chapter 1-4; 13)

K. Hughes 1-10-90

CS 452 (3)

ANALYSIS OF MODEL EARLY CHILDHOOD EDUCATION PROGRAMS

SPRING 1990

JAMES E. JOHNSON
154 CHAMBERS
865-6568/Office Hours: By appt. only

Objective: The purpose of this course is to familiarize students with the history, current trends, and contemporary approaches to early childhood education in the U.S. Emphasis is upon model programs and the analysis of model programs in relation to meeting the needs of children, families, and the schools.

Specific Aims:

1) To become more knowledgeable about programmatic efforts and diverse approaches to early childhood education, their origin, development, and current status.

2) To be able to view the model program movement within its historical and societal context.

3) To become able to analyze different programs in terms of their organizational dimensions, assumptions and values, program variables and evaluation record.

4) To understand the difference between model programs and other programs and to become aware of problems of transportability of model programs.

5) To understand the role of theory in educational practice.

6) To build a theory of practice to go with knowledge of formal theory.

7) To become aware of developmental stages that early childhood education teachers go through during their own professional growth.

Required Books: 1. Roopnarine, J.L. and Johnson, J.E. (1987). Approaches to early childhood education. Charles E. Merrill Publishers, Inc.

2. Annual Editions: Early Childhood Education 89/90, The Dushkin Publishing Group, Inc

Course Requirements:

1.	Class Attendance and Participation	10 pts.
2.	Tests (4)	60 pts.
3.	Research Term Paper on an Approved Topic (8-15 pp., double-spaced)	30 pts.

Grading:

A	92 - 100
A-	90 - 91
B+	88 - 89
B	86 - 87
B-	82 - 85
C+	80 - 81
C	78 - 79
C-	76 - 77
D	70 - 75
F	Below 70

*List of approved topics:

E.C.E. Public School Programs for Four Year-Olds
Full-Day Versus Half-Day Kindergarten Programs
Transitional Programs
School Retention Policies
Early Intervention
Head Start
Even Start
Curriculum Development within a specified model E.C.E. program
Integrating Curriculum into Day Care

small group or indiv.

Note: Students are to work together on term papers and to prepare a class presentation of their group's topic.

Class Schedule

January 10	Introduction: E.C.E. Programs, Their Organizational Dimensions, Assumptions and Values, and Variables. on reserve @ CMC Read: Katz "Engaging Children's Minds: The Implications of Research for Early Childhood Education" Read: Wexler-Sherman "A pluralistic view of intellect: The Project Spectrum approach"
January 17	History of E.C.E. Programs and Models: Cycles, Trends, and Progress. Read: Chapter 1 in Approaches to E.C.E. Articles 2, 4, 5 in E.C.E. 89/90
January 24	Evaluation and Theory in Programs and Models in E.C.E. Read: Chapter 2 & 3 in Approaches to E.C.E. Articles 45, 46, 47 in E.C.E. 89/90
January 31	Read: Chapter 4 in Approaches to E.C.E. Report: Articles 11, 12 in E.C.E. 89/90 The Constructivist Perspective Read: Chapter 5 in Approaches to E.C.E. TEST ONE
February 7	The Ausubelian Classroom Read: Chapter 6 in Approaches to E.C.E. Articles 13, 14, 15 in E.C.E. 89/90
February 14	The Montessori Program Read: Chapter 7 in Approaches to E.C.E. Article 18, 19, 20 in E.C.E. 89/90
February 21	The Behavioral Perspective Read: Carmine et al. "Kindergarten for Economically Disadvantaged Children: The Direct Instruction Component" Read: Chapter 8 in Approaches to E.C.E. Articles 22, 26, 27 in E.C.E. 89/90 TEST TWO

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March 7	The Social Individual Model: Mixed Age and Same-age Socialization Read: Chapter 9 in Approaches to E.C.E. Articles 30, 31, 32 in E.C.E. 89/90
March 14	The Bank Street Program Read: Chapter 10 in Approaches to E.C.E. Articles 33, 34, 35 in E.C.E. 89/90
March 21	The Transitional Model-Bilingualism Examined Read: Chapter 11, 12 in Approaches to E.C.E. Articles 41, 42 in E.C.E. 89/90
March 28	Computer-Based Learning Read: Chapter 13 in Approaches to E.C.E. Chap. 18 Epilogue in Approaches to E.C.E. Articles 43, 44 in E.C.E. 89/90 TEST THREE
April 4	Distancing Model Educating the Young Thinker Program Read: Chapter 14 in Approaches to E.C.. Articles 39, 40 in E.C.E. 89/90 Class Presentations
April 11	The Weikart Model High/Scope Program Read: Chapter 15 in Approaches to E.C.E. Special Education Programs/Models Read: Chapter 16 in Approaches to E.C.E. Class Presentations
April 18	Public Policy and E.C.E. Programs Read: Chapter 17 in Approaches to E.C.E. Class Presentations
April 25	TEST FOUR Papers Due

K. [illegible]

Daily - June 20-August 1, 1990
9:35-10:50
105 Willard

Instructor
Edmund C. Short
142 Chambers
865-6569

CI 550.601
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Texts: John D. McNeil, Curriculum: A Comprehensive Introduction, 4th Ed. Scott, Foresman, 1990.

Activities:
(1) Read textbook assignments, prepare questions, discuss in class, and take quizzes.
(2) Prepare for and participate in a panel presentation on one subject field within the curriculum K-12. - need [illegible] participants
(3) Submit a paper on a curricular topic of personal interest. - not major research, related to cur.

no final, no tests

Class Schedule:

June	20	Introduction
	21	Chapter 1 - Conceptions of Cur. (Humanistic) 26ff.
	22	Chapter 2
	25	Chapter 3 integrated cur.
	26	Core curriculum
Wed Go to library *	27	Chapter 4
	28	Arts
	29	Chapter 5
July	2	Comp. literacy
	3	Chapter 6
	4	Holiday
	5	Home ec/ ind. arts
	6	Chapter 7
	9	- Our presentation Critical thinking
	10	Chapter 8
	11	- Science
	12	Chapter 9
	13	Math
July	16	Chapter 10
	17	S. S.
	18	Chapter 11
	19	Health + PE
	20	Chapter 12
	23	Voc. ed.
	24	Chapter 13
	25	Foreign lang
	26	Chapter 14
	27	- Bil. ed - everybody involved
	30	Chapter 15
	31	- Reading + Lang. Arts
Aug.	1	

July 31 - Paper due

Course Evaluation

Class Participation 30% based on: evidence of reading, knowledge of issues, degree of involvement.
Panel Presentation 40% based on: quality of research, choice of information provided, interest generated. - current picture of subject - lead into discussion - provide [illegible]
Paper 30% based on: suitability of references, organization of paper, personal value of topic.
length is not the most imp.

Fall, 1989

C&S 453 PARENT INVOLVEMENT IN HOME, CENTER, AND CLASSROOM INSTRUCTION, N-12

* mostly early childhood educ.

Place: 206 Chambers

Time: Tuesday Evenings 6:30-9:30 pm

Course Purpose: Parent involvement, programs, and methodologies that strengthen bonds between home and community for educators of children.

Required Book: Eugenia Hepworth Berger. Parents as Partners in Education Childhood Education: The Home and School Working Together (Second Edition). Columbus, OH: Merrill, 1987

Optional Book: Roberta Weiner & Jane Koppelman From Birth to Five. Alexandria, Virginia: Capital, 1987.

Professor-in-Charge: James E. Johnson, Ph. D.
154 Chambers Building
865-6568
Office Hours: Monday 5 - 6:30 p.m.
Tuesday 5 - 6:30 p.m.
or By Appt.

Additional Books and Articles available in the CMC, fourth floor Rackley or in 154 Chambers:

D. Powell. Families and Early Childhood Programs. NAEYC, 1989.

B. Tizard and M. Hughes. Young Children Learning. Harvard University Press, 1984.

R. Rutherford and E. Edgar. Teachers as Parents: A Guide to Interaction and Cooperation, C.V. Mosty, 1981.

D. Croft. Parents and Teachers: A Resource Book for Home, School, and Community Relations, Wadsworth, 1979.

G. Hendricks and T. Roberts. The Second Centering Book: More Awareness Activities for Children, Parents, and Teachers, Prentice-Hall, 1977.

B. Tizard, J. Mortimore, and B. Burchell. Involving Parents in Nursery and Infant Schools, High/Scope Press, 1981.

P. Lyons, A. Robbins, A. Smith. Involving Parents: A Handbook for Participation in the Schools, High/Scope, 1984.

T. Hamner and P. Turner. Parenting in Contemporary Society, Prentice-Hall, 1985.

J. Brooks. The Process of Parenting, Mayfield, 1981.

M. Fine. Handbook on Parent Education, Academic Press, 1980.

A. Honig. Parent Involvement in Early Childhood Education (Revised Edition), Washington D.C.: NAEYC.

B. Baron, C. Baron, & C. MacDonald. What Did You Learn in School Today? Warner Books.

Joyce Epstein (Ed.) Parents and Schools Educational Horizons, Winter, 1988.

R. Henderson. Parent-Child Interaction: Theory, Research, and Prospects, Academic Press 1981.

S. Judy. The ABC's of Literacy: A Guide for Parents and Educators, Oxford University, 1980.

R. Carkhuff. Productive Parenting Skills, Human Resource Development, 1981.

J. Millman and P. Behrman. Parents as Playmates: A Game Approach to the Preschool Years, Human Science, 1979.

Class Requirements

1. Exams
   - a. Complete one mid-term exam on readings and lectures.
   - b. Complete one final exam on readings and lectures. (last day of class)
     objective - in class essay - take home
2. Skills Projects
   - a. Conduct one out-of-class interview ~~either~~ with a parent and prepare a written and an oral report to share with our class.
   - b. View and analyze an observation of a parent/teacher behavior and prepare written and an oral report to share with our class.
3. Report of a Parent Involvement Program or Report on Curricular Development Activity for PI Usable by the Individual Teacher in the Classroom.
   - a. Prepare Oral Presentation
   - b. Prepare Handouts/Written Report

Design cur. activity including input of parents
Report on program already existing
Parent - not acquainted with

Course Structure and Grading

Point Values:	Midterm Exam			
	Essay	15%		
	Objective	15%		
	Final Exam			
	Essay	15%		
	Objective	15%		
			Subtotal	60%
	Skills Projects			
	Parent/Teacher Interview	10%		
	Parent/Teacher Observation	10%		
			Subtotal	20%
	PI Program Report			
	Class Report	10%		
	Handouts	10%		
			Subtotal	[illegible]
			Total	100%

exams - questions created from book + mat. in class

Families + Early Childhood Programs by
Douglas Powell
NAEYC, Washington, D.C.

Parent as resource person needed
Interview w/parent to simulate teachers.

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Class Schedule

August 29	Introduction and Overview: Types of Parent Involvement
September 5	Why Involve Parents?
✓Read:	Berger, Chapter 1
✓Prepare:	A short essay retrospecting on a parent or [illegible] involvement in your own personal early schooling or [illegible] schooling of someone you know well.
September 12	Why Can It Be Difficult to Involve Parents?
Read:	Berger, Chapter 2
Prepare:	A list of barriers to PI at each of these [illegible]: Preschool, Elementary, Secondary
September 19	What Do Teachers Need to Know [illegible]
Read:	Berger, Chapter 3
Prepare:	A list of five questions you would ask a [illegible] frequent contact with families with [illegible] children.
September 26	What Do We Need to Know About [illegible]
Read:	Berger, Chapter 4
Prepare:	A list of skills you wish to master to work with [illegible] education.
October 3	What Do Parents Need to Know About [illegible]
Read:	Berger, Chapter 5
Prepare:	Clip a current article about PI from a recent newspaper or magazine to share with our class.
October 10	What are School-Based Programs?
Read:	Berger, Chapter 6
Prepare:	A list of study guide review questions to [illegible]

Do at least 3 of these

Class first -
at 7:30 - Speaker 101 Kern Bldg.

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October 17	What Are Home-Based Programs?
Read:	Berger, Chapter 7
Prepare:	A brief statement of the major highlights of our course so far and a statement of what you want out of the second half of the course.
Do:	In-class Midterm Exam (100 minutes time limit).
October 24	What Do We Need to Know About Families With Special Needs?
Read:	Berger, Chapter 8
Prepare:	A list of five issues you consider most important in early special education today?
October 31	How Has Society Responded to Families With Exceptional Children?
Read:	Berger, Chapter 9
Prepare:	A list of five questions or concerns you have about this topic.
November 7	What Do Teachers Need to Know About Parental Rights and Responsibilities?
Read:	Berger, Chapter 10
Prepare:	A written and oral report on your parent/teacher interview to share with the class.
November 14	What Skills Do Teachers Need to Work Effectively With Parents?
Read:	Berger, Chapter 10
Prepare:	A written and oral report on your parent/teacher observation to share with our class.
November 21, November 28	Reports on Parent Involvement Programs or Reports on Curricular Development Activity in PI for Individual Teachers.
Prepare:	A written/oral report on your project to share with our class.
December 5	Summary and Review
Prepare:	A list of study guide questions to share with our class.
December 12	Finals Week. Last chance to turn in parent involvement program or any skill project paper work. Final exam. (Objective is in-class and essay is take home).

CAS/IFS 454
Development and Administration of Child Service Programs
Summer Session, 1989
M,T,Th,F 9:35-10:50 a.m.
209 Willard

Instructors: Beth Blue Swadener
Kimberlee Whaley
Phone: Beth Swadener - 865-6568
Kim Whaley - 863-1499

Offices: 155 Chambers (Beth)
173 Chambers (Kim)
Hours: T,Th 11 a.m. - 12:00
& By appointment

Course Description

Welcome/Bienvenida to this course on the planning, organizing, and administering of child service programs. This course is intended to be an exploration of the issues, requirements, and skills needed for the effective administration of child care programs. Through readings, discussions, in-class activities, guest speakers, community interviews and a committee project, you will gain an understanding of the administration of child service programs, and the roles of the Administrator and Board of Directors.

The objectives are:

1. To develop a mutually supportive relationship between class members.
2. To assimilate the roles of a Board of Directors' member in order to plan and develop a child service program.
3. To demonstrate and apply an understanding of specific areas in child service administration.
4. To become familiar with several types of child care and early education programs, and develop an understanding of the administration of such programs.
5. To identify resource materials and agencies pertaining to the development and administration of child service programs, and to related work with teachers, young children, and families.

Required Text and Packet

Cherry, C., Harkness, B. & Kuzma, K. (1987). Nursery School and Day Care Center Management Guide. Belmont, CA: David S. Lake Publishers.

Packet of handouts and readings available at Knomen Copies, 130 W. College Avenue.

Recommended Additional Texts

Bredekamp, S. (1987). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8. Washington, DC: NAEYC.

Decker, C. & Decker, J. (1987). Planning and Administering Early Childhood Programs (Fourth Edition). Columbus, OH: Charles E. Merrill.

Hildebrand, V. (1984). Management of Child Development Centers. Glenview, IL: Scott, Foresman.

Sciarra, D. & Dorsey, A. (1979). Developing and Administering a Child Care Center. Boston: Houghton-Mifflin.

Taylor, B.J. (1989). Early Childhood Program Management: People and Procedures. Columbus, OH: Merrill.

Other Recommended Resources

Commonwealth of Pennsylvania, Department of Public Welfare publications concerning day care:

* Regulations for Child Day Care Centers
* Regulations for Family Day Care Homes
* Regulations for Group Day Care Homes
* Regulations for Specialized Day Care Services for Children with Disabilities
* Pennsylvania Child Care Licensing Conference: In the Best Interest of Children

(Note: The above publications can be ordered free, from: Pennsylvania Department of Public Welfare, Bureau of Child Development Programs, Room 423 Health and Welfare Building, Harrisburg, Pennsylvania 17120; several copies will be available in class and on reserve.)

A Handbook for the Day Care Board of Directors (1983). Madison, WI: Community Coordinated Child Care. (included in packet)

Aikman, W. (1977). Day Care Legal Handbook: Legal Aspects of Organizing and Operating Day Care Programs. Day Care and Child Development Council of America.

Endsley, R.C., & Bradbard, M.R. (1981). Quality Day Care: A Handbook of Choices for Parents and Caregivers. Englewood Cliffs, NJ: Prentice-Hall.

The Child Care Handbook: Needs, Programs and Possibilities (1982). Washington, DC: Children's Defense Fund.

Zigler, E., & Gordon, E. (Eds.) (1982). Day Care: Scientific and Social Policy Issues. Boston, MA: Auburn House Publishing Co.

(Recommended readings are on reserve in the Curriculum Materials Center (CMC), Rackley Building, Fourth Floor, or available from course instructors.)

Course Requirements and Grading

You will be expected to complete the following assignments: (More detailed descriptions will be handed out in class.)

1. Contribute and participate in class discussions and activities, and complete readings on time.
2. Contribute and participate in the "Committee Project," including preparing and presenting a report as a group.
3. Observe an early childhood program and interview the director, and write a summary of the interview and observation.

You will graded on the following point system:

1.	Class attendance, preparation and participation in discussions		25 points
2.	Contribution and participation in Committee Project		50 points
	- Contribution: is relevant, factual and well organized	20 points	
	- Participation: assume equal share of group assignment	10 points	
	- Outline, handouts, presentation: relevance, quality	20 points	
3.	Director interview reports		25 points

Grading

Undergraduates

A = 93-100
A- = 90-92
B+ = 88-89
B = 83-87
B- = 80-82
C+ = 78-79
C = 73-77

Graduate Students

A = 92-100
B = 84-91
C = 76-83

Course Policies

1. Written assignments are to be typed or clearly written, proofread, and grammatically correct.
2. All assignments are to be turned in on the designated date. Late assignments will result in loss of points.
3. Class time will be made available, whenever possible, for committee work.

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Class Schedule

Thursday, June 8 **Introductions & Course Overview**

Topics:
- Introductions
- Overview of course, assignments and expectations
- Types of child service programs

Friday, June 9 **Getting Started: Planning & Licensing**

Topics:
- Needs assessments
- Population to be served
- State rules and regulations (in-class activity)

Monday, June 12 **Administrative Organization: Overview**

Assignment:
- * Read Section A in Management Guide (text)
- * Review Pennsylvania child care regulations (on reserve)

Topics:
- Administrative models and incorporation issues
- Committee project and interview assignments (including signing up for center interview)
- Locating the Center and analyzing space requirements

Tuesday, June 13 **Administrative Structure/Bylaws**

Assignment:
- * Contact center Director to schedule interview
- * Read handouts describing legal and administrative structures

Topics:
- Bylaws and start-up policy issues
- Establishment of Board Committees and clarification of responsibilities

Thursday, June 15 **The Board of Directors**

Assignment:
- * Read handouts re: Board roles and responsibilities (in packet)

Topics:
- Roles and responsibilities of the Board
- First "Board Meeting" (including discussion of population to be served and initial discussion of program philosophy and goals)
- First meeting of Committees (schedule first outside mtg.)

Friday, June 16 **Philosophy, Goals and Curriculum Issues**

Assignment:
- * Read Section B in Management Guide

Topics:
- Statement of philosophy and related ethical issues
- Goals for "our center"
- Types of early childhood curricula and approaches

Monday, June 19 — Practical Issues: Director's Views

Assignment: * Read Sections C & E in Management Guide

Topics: Panel of Directors will discuss practical issues and decisions, including:

1. Nature of program (including philosophy)
2. Number and ages of children served
3. Organizational structure
4. Number of staff and approaches to hiring & training
5. Hours of operation and needs of families served
6. Location and physical environment
7. Current programmatic concerns and issues

Tuesday, June 20 — Health and Nutrition Issues

Assignment: * Read Sections G, H & K in Management Guide

Topics:
- Health & safety issues in child care settings
- Child care nutrition guidelines and Federal programs

Thursday, June 22 — Program Specifics: Scheduling & Curricula

Assignment: * Read Section I in Guide

Topics:
- Daily schedule, snacks and lunch
- Programmatic values and curriculum resources
- Recommendations to our Program Committee
- Committee meetings (time-permitting)

Friday, June 23 — Budgets and Fiscal Management of Centers

Assignment: * Review Section B in Guide

Topics:
- Start-up and operating budgets and developing a prospectus
- Basic record-keeping practices (including use of spreadsheet programs)
- Working with Title XX and other child care subsidy programs
- Non-profit, tax-exempt status issues

Monday, June 26 — Personnel Policies/Interview Reports

Assignment:
* Interview reports due & discussed in class
* Read Section D in Guide

Topics:
- Personnel issues (recruitment and retention)
- Personnel policies and handbook
- Reports on Director interviews

Tuesday, June 27 — "Starting from Scratch": New Center Directors' Panel

Assignment: * Work on Committee project

Topics: Panel Presentation on issues involved in planning and opening new child care programs (Please come prepared with questions about needs assessments, designing new centers, next steps, program philosophies, etc.!)

Thursday, June 29 Positive Guidance and Communication with Children

Assignment: * Read the handouts discussing positive approaches to discipline and classroom management

Topics:
- Communicating with young children
- Developmentally appropriate practices
- Reflective speaking and positive guidance techniques
- Ethical issues and family values

Friday, June 30 Community Relations and Professional Organizations

Assignment:
* Read Section J in Guide
* Go over listing of professional organizations (in packet)

Topics:
- Public relations and community involvement strategies
- Marketing issues and low cost/free publicity
- Professional organizations and their activities
- Committee meetings (time permitting)

Monday, July 3 NO CLASS (meetings with Committees, if available)

Thursday, July 6 Parent Involvement & Empowerment

Assignment:
* Read Section F in Guide
* Read handouts related to parent involvement & sample parent conference forms

Topics:
- Approaches to parent involvement & conferencing
- Referral and support of family needs
- Parent empowerment and parent "voice"
- PL 99/457 and other "parent power" laws
- Ethical issues (including confidentiality)

Friday, July 7 Culturally Responsive Programming

Assignment:
* Work on Committee project
* Read handouts related to cultural diversity

Topics:
- Guidelines for multicultural programming
- Parent Perspectives activity (in class)
- Working with linguistically diverse families

Monday, July 10 "Staying Alive in the Job" - Burnout Prevention Factors and Staff Retention

Assignment:
* Read handouts related to pay, status and stress issues in child care settings
* Work on Committee project

Topics:
- Strategies for dealing with stress and preventing "burn-out" for child caregivers and directors
- Guest Speaker: Betsy Manlove, Ph.D. student in Human Development and Family Studies

Tuesday, July 11 **Professionalism Issues and Staff Development Strategies**

Assignment:
* Review Section D in Guide
* Work on Committee project

Topics:
- The pro's and con's of professionalizing the child care field
- Appropriate attire for different work settings
- Effective communication and staff development approaches
- Team-building at the Center & staff problems

Thursday, July 13 **Job-finding and Interviewing Tips**

Assignment:
* Read handouts related to "job-finding in ECE"
* Work on Committee project

Topics:
- Job-finding topics for ECE and related fields
- Interview role-play (please come prepared to describe a job for which you would like to interview)
- Tips for effective resumes and cover letters

Friday, July 14 **Time Management and Computers**

Assignment:
* Work on Committee project
* Read time management handout

Topics:
- Time management tips for directors
- Computers in child care settings (demonstration of software packages)

Monday, July 17 **Infant and Toddler Care Issues**

Assignment:
* Read handouts related to program-planning for infants and toddlers
* Scan sections of Developmentally Appropriate Practice (on reserve) for infants and toddlers

Topics:
- Planning developmentally appropriate and nurturant infant and toddler care settings
- Staff development, communication and environmental factors in serving the very young
- Committee meetings (time permitting)

Tuesday, July 18 **School-Age Child Care Issues**

Assignment:
* Read handouts related to school-age child care
* Work on Committee project - NOTE: All Committees must turn in budget requests to Finance Committee by today!

Topics:
- Effective school-age child care programs
- Models for school-age care
- Roles for schools, community providers and Parks and Recreation departments
- Guest Speaker from Centre County Child Care Task Force School-age Committee

Thursday, July 20 Advocacy and Public Policy in ECE

Assignment: * Read handouts on child care legislation and advocacy

Topics:
- Advocacy for children and families
- Current public policy issues affecting child care and early education (including current state and federal bills)
- Tips for effective citizen lobbying
- Guest Speaker

Friday, July 21 Final Committee Meeting

Assignment:
* Complete handouts for Committee presentations next week
* Bring any final questions to class today!

Topics: - Entire class devoted to Committee meetings

Monday, July 24 Committee Presentations

Topic: - Presentation from the Program Committee

Assignment: * If your Committee is presenting today, come prepared with outline, handouts, overheads, or other audiovisuals. Each Committee will have one hour, followed by 15 minutes for discussion.

Tuesday, July 25 Committee Presentations

Topic: - Presentation from the House and Grounds Committee

Thursday, July 27 Committee Presentations

Topic: - Presentation from the Personnel Committee

Friday, July 28 Committee Presentations

Topic: - Presentation from the Public Relations Committee

Monday, July 31 Committee Presentations

Topic: - Presentation from the Finance Committee

Tuesday, August 1 Final Board Meeting and Ideas for Future Early Childhood Programs

Assignment: * Complete Committee reports are due in class today

Topics:
- Board action on recommendations of all Committees
- Individual ideas for future program development
- Summary and reactions to course & committee work.
- Course evaluations

¡ADIOS, AMIGAS AND AMIGOS!

Appendix B

Sample COMP BI-ECE Brochure

2. Bilingual–Early Childhood Emphasis (22 credits)

C & S 452	Analysis of Model Early Childhood Education Programs
C & S 497	The Young Child's Play as Educative Processes I
C & S 497A	Aesthetic Experiences for the Young Bilingual Child
C & S 497B	Physical Environments in Early Childhood Settings
RCLED 445	Teaching English in Bilingual/Dialectal Education
RCLED 565	Analysis of Theory and Practice in Bilingual Education Programs
RCLED 566	Bilingual Education and the Young Hispanic Child

3. Field Experience Requirement in Bilingual Early Childhood (3 credits)

RCLED 595B	Advanced Practicum in Bilingual Education. Parental involvement as well as classroom experiences.

4. Master's paper/project submitted to the Graduate School (3 credits)

C & S 596; RCLED 596	Individual Studies

It is anticipated that the teacher participants can complete the course of study in two semesters and one summer.

For further information, contact:

Dr. Lourdes Diaz Soto, Director
COMP BI-ECE Program
Division of Curriculum and Instruction
157 Chambers Building
The Pennsylvania State University
University Park, PA 16802
(814) 865-6565

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Produced by the Penn State Department of Publications
U.Ed. 88-376

PENNSTATE

Bilingual Early Childhood Teacher Education Program

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Appendix C

COMP BI-ECE Newsletters

PENNSTATE

Division of Curriculum and Instruction
College of Education

Chambers Building
The Pennsylvania State University
University Park, PA 16802

Vol. 1, No. 1

INSTRUCTIONAL APPROACHES FOR BILINGUAL YOUNG LEARNERS

The purpose of this newsletter is to enhance the networking capabilities among individuals interested in enhancing the lives of young limited English proficient children. This newsletter is intended for school personnel within the Commonwealth of Pennsylvania. Initial contacts with the school districts in Pennsylvania have indicated a need for educational information to guide educators and parents. Your questions and ideas will be valuable in order to effectively meet your needs. Please feel free to share suggestions and ideas with us either in writing or by calling us at Penn State. Dr. Lourdes Diaz Soto, Editor of the newsletter can be reached at 157 Chambers Building, University Park, PA 16802; 814-865-6565. In future issues we will continue to address your needs...so please let us hear from you!

PENN STATE'S COMPREHENSIVE BILINGUAL EARLY CHILDHOOD TEACHER TRAINING PROJECT

Penn State's Comprehensive Bilingual Early Childhood Teacher Education Project (COMP BI-ECE) has been made possible by the Educational Personnel Training Program (84.003R), from the Office of Bilingual Education and Minority Languages Affairs (OBEMLA). The funding has permitted the College of Education, Division of Curriculum and Instruction, at the Pennsylvania State University to initiate and offer a fifth year graduate program leading to a master's degree in Bilingual Early Childhood Education.

Project Goals: Penn State's Comprehensive Bilingual Early Childhood Teacher Education Project has five major goals.

First - To operate according to the proposed plan, a graduate bilingual early childhood teacher training program that leads to a master's degree in bilingual early childhood education.

Second - To meet the needs of limited-English-proficient (LEP) children through certification of bilingual early childhood teachers for classrooms in the Commonwealth of Pennsylvania.

Third - To develop and implement a model for providing services between the institutions of Higher Education (IHE's) and Local Education Agencies (LEA's) in the Commonwealth of Pennsylvania, thus linking institutions for the benefit of LEP children, their parents and their communities.

Fourth - To develop and implement a statewide system of networking.

Fifth - To recruit and select bilingual parents of young LEP children to participate with training of bilingual early childhood teachers as part of their training in the module "Bilingual Parents as Early Childhood Educators."

The first ten pioneering teacher trainees recruited for the project graduated with a Masters Degree in Bilingual Early Childhood Education from The Pennsylvania State University indicative of a 100% completion rate at the end of the first year project. This constitutes a milestone for the trainees as well as for the institution of Higher Learning. The program is currently in its second continuation year of funding with a second set of teacher trainees. The trainees should be commended for pursuing rigorous coursework, an internship which includes classroom and parent education experiences, certification requirements, a parent education module, as well as a completed Masters Paper. Not only have the trainees obtained valuable knowledge, skills, insights, and motivation but a closely knit bond of friendships have ensued. The sharing and giving of constant support among the trainees is evident in the interpersonal relations and group meetings. We are indeed proud of both our graduates and our current trainees.

The parents who participated in the parent education component entitled "Bilingual Parents as Early Childhood Educators" have expressed positive outcomes as a result of this experience. The trainees worked with parents chosen with the help of the Migrant Education Office of the Commonwealth of Pennsylvania. We are grateful to the Lancaster Migrant Education Office for their extensive assistance and coordination. The trainees interviewed the parents, conducted an individualized needs assessment, and provided information as well as valuable educational strategies for parents educating young children. Parents, trainees, limited English proficient children and siblings have benefitted from the program. Our current plans include intensifying this component by allowing the trainees to live within the Bethlehem community during the field practicum.

A needs assessment of the school districts within the Commonwealth of Pennsylvania servicing young limited English proficient students was conducted by Diaz Soto (1987). The latter verified the continued need for Penn State's Comprehensive Bilingual Early Childhood Project. The school districts surveyed requested written information for classroom teachers and for parents regarding optimal methods of instruction for limited English proficient children. Our goal is to benefit the young limited English proficient child and their respective parents who need to experience success in school and at home in order to better guide and lead a strong healthy nation.

Lourdes Diaz Soto, Ph.D.
Project Director, COMP BI-ECE

POVERTY AMONG HISPANIC FAMILIES WORSENS:

"Poverty among Hispanics has risen by almost a third since the late 1970s," according to a study by the Center on Budget and Policy Priorities. Most heavily affected were Hispanic married-couple families, of whom nearly one in five lived in poverty last year, compared with one in eight in 1978. The study found that "the failure of Hispanics to benefit more from the economic recovery cannot be attributed to lack of work effort or to increases in the number of female-headed families." Rather it pointed to the erosion of wage levels paid to Hispanics, who "constitute the youngest racial or ethnic group in the country, as well as the group with the lowest education levels." Other findings:

* "Between 1978 and 1987, the poverty rate for Hispanics has climbed from 21.6 percent to 28.2 percent, while the poverty rate increased by much smaller amounts for whites and blacks — from 8.7 percent to 10.5 percent for whites and 30.6 to 33.1 percent for blacks."

* "From 1978 to 1987, the income of the typical Hispanic family fell nearly $1,600, while the income of the typical white

family edged up $276 and the typical black family lost $854."

* Two in five Hispanic children and more than one in four elderly Hispanics were living in poverty last year.

Hunger Action Forum (1989). Washington, DC, Vol. 2, No. 1.

MULTICULTURAL APPROACHES IN EARLY CHILDHOOD/MULTILINGUAL CLASSROOMS

In recent years, strategies for multicultural education and human relations have been applied to progressively younger children. Often these applications have taken an additive and superficial approach, focusing on holidays, foods and customs of "other people, other places," rather than being implemented in a developmental framework for encouraging empathy, perspective-taking or increasing social sensitivity and responsibility.

For the past eight years I have worked with preschool and elementary teachers extensively, and have conducted two ethnographic case studies of programs which have attempted to implement "education" that is multicultural" in early childhood settings. The purpose of this brief article is to summarize some recommendations for practice based on my observations in multicultural classrooms and interviews with teachers and young children. I would be delighted to hear from you, and include your ideas for promoting cultural diversity and respect for individual differences in a future issue of this newsletter!

Education that is multicultural goes beyond more typical forms -of multicultural education to include race, class, gender, age and exceptionality (Sleeter & Grant, 1987; 1988). When applied to older children, this construct also emphasizes preparing students to analyze and challenge oppression based on race, social class and gender in their school, local community and society. The importance of addressing these issues in developmentally appropriate ways with young children is addressed by Clemens (1988), Phillips (1988), and Swadener (1988). Phillips emphasizes the importance of developing multicultural education into a process of action, through which adults gain clarity about the conditions of our society and how to change them, and then design appropriate curriculum strategies for schools and preschools.

In applying education that is multicultural to early childhood programs, a number of challenging issues are apparent. The first concerns young children's lack of "developmental readiness" or cognitive capacity to deal with cultural content (beyond their own, lived culture), such as the significance of traditions to cultures, a sense of the history and issues of a group of people, or even recognizing a stereotype.

It has also been argued that young children can better understand information about ethnic diversity, for example, after they have had a number of concrete experiences dealing with shared human needs, self-awareness, and acceptance of individual and family differences. However, to assume that early childhood curricula and environments need not reflect or incorporate the diversity of cultural, gender, linguistic, class, and racial perspectives is, in my opinion, to shirk from the responsibility of finding - and often creating - age-appropriate ways to do so!

In early childhood bilingual and multilingual classrooms, for example, opportunities for providing authentic and developmentally appropriate multicultural activities abound. Such activities need not take away from the important work- and play - of gaining comprehension and increasing fluency in English or learning important social and pre-academic skills. Rather, the children's own cultural backgrounds can be reflected in the materials chosen, physical environment of the classroom, and ways in which new learning is facilitated. Use of songs, games, learning materials, room arrangements, and activities which reflect the children's cultural backgrounds will do much to enhance self esteem and encourage children to take on new challenges - including the challenge of learning a second language.

An early childhood program committed to education that is multicultural will work to create an environment, recruit a staff, involve diverse community resources, and - most importantly - actively involve parents in making the school environment as reflective of the diversity of the child's home and community as possible. A critical first step in creating a multicultural environment is the selection of staff who will provide children with positive role models for adopting a pluralistic perspective - including respect for individual differences.

One of the major challenges in implementing education that is multicultural with preschool and kindergarten children in particular is the struggle to provide developmentally appropriate activities which do not leave children with superficial or stereotypic views of cultural and racial diversity. Young children learn through activities in which they actively engage, and from the materials, tools and props which they use.

Consequently, when the commitment is made to have a more multicultural program, care must be taken that the materials and activities which are used to enhance the children's perspective-taking and understanding of diversity are authentic in nature. A fairly typical example of an inauthentic activity is the making of paper "Indian headdresses" at Thanksgiving. Feathers are sacred symbols used in special ways in Native American ceremonies, and children's stereotypes about Indians are often reinforced through such well meaning, but culturally inappropriate, crafts activities.

When providing authentic experiences it is strongly recommended to have a person from the culture represented present to interact with the children so that the activities themselves don't become overemphasized. In culturally diverse programs, such as bi-and multilingual early childhood settings, parents or other family and community members are often willing to share an activity, story, or music with the children.

Multicultural activities for preschool and kindergarten children, ages three to six, should build on children's everyday experiences and realities and gradually encourage increasing perspective-taking and questioning about social issues. An individual differences approach (beginning with shared needs in the human family and emphasizing individual and family diversity) is recommended for the preschool through early elementary years. This is also a time to begin empowering children to be social change agents, through introducing them to concepts of race, differences between dislikes and prejudice, stereotypes, and emphasizing conflict resolution through mediation and cooperative problem-solving (Phillips, 1988; Swadener, 1988).

For such concepts to be meaningful to young children, a pervasive and developmental approach is necessary. Such a developmental approach begins "where the children are," with emphasis on encouraging self-awareness, identity and esteem. Activities to promote awareness and acceptance of many types of physical, social and emotional individual and family differences are typical "get acquainted" activities in preschool and kindergarten classrooms, which can easily be expanded to become a regular part of the curriculum and classroom environment throughout the year. In my recent research at a Friends Elementary School, for example, the "theme" of enhancing self esteem and building friendship and "community" in the kindergarten/first grade room was extended for over 6 months, and incorporated other units on disabilities, civil rights and advocacy (during Black History and Women's History months), and other complementary themes.

Summary

This article raised issues to be considered when considering the bilingual/bicultural early childhood classroom to be even more reflective of our multicultural society, and described a framework for promoting non-stereotypic, non-sexist, and non-racist education. I am increasingly convinced that even young children can deal with these social issues - if they are presented in age-appropriate ways and are consistently reinforced with concrete, engaging activities.

My second article will focus on parent empowerment and "holiday issues" in early childhood programs.

A reminder: I would be most interested in hearing about how you encourage acceptance and celebration of diversity in your bilingual classroom, as well as hearing about ways you've successfully gotten parents more involved. Please send your ideas and "success stories," along with any questions the first article may have raised to me at the address below. ¡Gracias! Merci! Domo Oragato! Danke shoën!

Beth Blue Swadener, Assistant Professor
Early Childhood Education

DOES YOUR CHILD HAVE TOO MANY TOYS

University Park, Pa. — Does your child have too many toys?

A professor at The Pennsylvania State University says parents should be aware of how many toys their children have and perhaps rotate the toys they can use.

"When a child has too many toys, a lot of them will simply be ignored and not used," says Dr. James E. Johnson, professor of education in Penn State's College of Education.

"The nature of the toy is important to its staying power or how long it will hold a child's attention."

"Toys that are unstructured in their use, toys which have a variety of uses and can be used with other toys, generally have a longer use span."

"Limited toys, which have a single purpose, may be what your child wanted this year, but might be on the shelf by the next holiday season."

Dr. Johnson says parents must also guard against the toys they give their children becoming replacements for affection.

"A toy is a symbol of love through gift-giving, but it must not become a replacement for that love. Parents may be short-changing their children by giving too many toys and not enough of themselves."

Dr. Johnson suggests parents consider toys that present opportunities for parent and child to play together.

He suggests that if parents feel their children receive too many toys, that the toys be rotated, donated or exchanged in garage sales.

"Often, if a toy has been in a closet for awhile, a child will be surprised to find out they even had it."

He adds, however, that children should be not denied their favorite toys and when older, can help decide which toys will be rotated or exchanged and how often.

In rotating toys, Dr. Johnson also suggests that parents classify toys and change them in such a way that a good variety is always available.

"You don't want all the toys with wheels on them to be available an no others. You may want to classify them into puzzles, books, puppets, etc. and have a few of each available."

He also says parents may want to be aware of the message too many toys can give to a child.

"We may inadvertently be telling our children how important materialism is to us as parents. Parents can also find their children receiving toys that are not consistent with the values the parents want the child to learn."

He says parents should make some decisions about what type of toys they want their child to keep, what values they want to present and then stick to those decisions.

"It is important to be consistent in the selection of toys when it comes to what values you want your child to be exposed to," says Dr. Johnson.

He adds, parents may not want the holidays to go by without some expressions of caring, other than gifts.

"Simple things parents and children can do together are important. Things like baking cookies or building a family snowman together can mean much more than a fresh battery of toys at the holiday season."

For more information contact Dr. James E. Johnson at 154 Chambers Building, University Park, PA 16802 or 814-865-6568.

ANNOUNCEMENTS:

The National Association for Bilingual Education will be holding its annual conference in Miami this year: May 9-13. The organizers have worked hard to coordinate this year's program.

If you are interested in joining the Early Childhood Sig please contact Dr. Diaz Soto.

The session entitled, "Issues and Trends Affecting Young Limited English Proficient Children" promises to be very interesting with James Lyons addressing legal issues, Rafael Valdivieso examining recent Hispanic data, and Eugene Garcia describing teacher effectiveness research. A session describing Penn State's Comprehensive Bilingual Early Childhood Project will include slides of our own trainees. Plan to attend and join researchers/practitioners in a continued attempt to address the needs of bilingual/bicultural learners!

JOB OPPORTUNITIES:

The Philadelphia School District is seeking certified and bilingual educators. Contact: Edward Torres, Recruiter, School District of Philadelphia, Office of Human Resources, 200 N. 21st Street, Philadelphia, PA 19103-1001.

The Cincinnati Public Schools are interested in recruiting certified personnel for the Foreign Language Program. Contact: Nelida Mietta-Fontana, Supervisor, Language Programs, Cincinnati Public Schools, Claude V. Courter Education Center, 230 East Ninth Street, Cincinnati, Ohio 45202.

"POR FAVOR, NINOS, NO DEJEN LA ESCUELA" — "Please, children, don't leave school." That is the message of Lauro F. Cavazos, Jr., U.S. secretary of education, as reported in the Los Angeles Times. "The most serious problem in America today is people dropping out and not completing their education," states Cavazos. "About 30 to 45% of Hispanics will not complete high school. . . . Sometimes I feel that for some reason we Hispanics do not value education. No longer is education the driving force and I don't know why. . . . If you have sufficient education, you can solve almost any problem in the world."

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Vol. 2, No. 1

INSTRUCTIONAL APPROACHES FOR BILINGUAL YOUNG LEARNERS

The purpose of this newsletter is to enhance the networking capabilities among individuals interested in enhancing the lives of young bilingual/bicultural learners. This particular newsletter is intended to respond to the requests expressed by the School Districts within the Commonwealth of Pennsylvania in a needs assessment questionnaire. As per your previous request we are including information regarding classroom practices and parental practices. Please feel free to share the enclosed activities and information with your parents. We hope this information will prove valuable to both teachers and parents. Dr. Lourdes Diaz Soto, Penn State's COMP BI ECE Project Director can be reached at 157 Chambers Building, University Park, PA 16802; 814-865-6565. In future issues we will continue to address your needs...so please let us hear from you!

SECOND LANGUAGE LEARNING AND BILINGUAL INSTRUCTION: RESEARCH FINDINGS - by Dr. Lourdes Diaz Soto

The research conducted by Cummins (1979, 1984) proves valuable to bilingual instruction by differentiating between conversational/social language skills and academic language learning. According to Cummins (1984) a child can gain conversational language skills in approximately two years, while proficiency in academic language learning requires approximately five to seven years. It may be that the full benefit of bilingual instruction may not be evident until a child has obtained five to six years of instruction.

Educators need to think in terms of enhancement, enrichment, and optimizing educational opportunities with regard to second language learning. Minimum standards and compensatory approaches will only continue to promulgate the existing educational difficulties faced by second language learners, limited English proficient learners, and monolingual (EO) learners currently being deprived of a second language.

Skutnabb-Kangas (1977), and Cummins (1977) have devised a "threshold hypothesis" which helps to explain the need to promote literacy skills in both the native language and the second language. The framework attempts to predict the schooling effects of different forms of bilingual instruction, e.g., high levels of proficiency in both languages is associated with positive cognitive/academic effects; while lower levels of bilingual competence are associated with negative effects. The figure on the next page presents a simplification of the latter explanation.

An Equal Opportunity University

minority children. Young children need to develop a positive and confident sense of biculturalism.

A rich linguistic environment which provides opportunities for language use in meaningful social interactions is important (Wong Fillmore, 1976). There is a need for a balance between native and non-native peers in the classroom for young learners (Wong Fillmore). A study by Wells (1981) found interaction patterns in the family which relate strongly to both language development and school success. The process of "negotiating meaning" or collaboration in conversations assures optimal communication. Wells' research underscores the importance of the quality adult contributions capable of enhancing the young child's rate of oral language development. These researchers have led us to conclude that caregivers can promote language development by providing meaningful social interactions and quality adult collaborations for young learners.

In order for a young child to acquire a second language it is necessary to realize that a great deal of trial and error takes place (McLaughlin, 1984). Rigid instructional practices emphasizing grammar construction are not sound since they can confuse and interfere with the natural developmental progression of second language acquisition (Felix, 1978; Lightbrown, 1977). The developmentally appropriate instructional practices advocated by NAEYC (1987) apply to second language learners as well. Young bilingual/bicultural learners are experiencing the same developmental progressions with additional challenges involving second language learning.

PARENT PARTICIPATION POLICY STATEMENT OF THE CHILD DEVELOPMENT AND FAMILY COUNCIL OF CENTRE COUNTY, PA - by Dr. James Johnson, Professor in Charge of Early Childhood Education at The Pennsylvania State University

An Introduction

The importance of parents in the care and education of young children is well recognized. Families have a major impact on the development and well-being of children and naturally seek to maximize opportunities for their children to prosper. Since shared childrearing with nonfamilial adults and institutions is now a permanent feature of American life given the growth of maternal participation in the labor force, how and why parents relate to these nonfamilial adults and institutions has become a matter of increasing and major concern.

Families and early childhood care and educational programs together strive to enhance the family's childrearing role. Parents have primary responsibility for childrearing and have authority and rights in determining the education, nurture, and supervision of their children. Parents are their childrens first teachers and their rights include access to the most recent information and knowledge about child development and early educational and nurturant programming so as to impact most advantageously the growth of their children in all areas of their development, the intellectual, emotional, spiritual, physical, and social. Parents thus not only select and use early childhood care and educational programs as consumers of services, but also benefit from complementary working ties with early childhood teachers administrators, and care providers, collaboration which helps to enable them to acquire this knowledge and also to learn how to best reinforce preschool and day care experiences at home for maximum positive short-term and long-term impact on the child.

Moreover, close working relations between parents and teachers of young children increase the self development of adults in both settings. Parent participation in early childhood care and educational programs makes nonfamilial adults more sensitive to developmental and individual differences among young children. Parent participation improves the quality of early childhood care and education. Indeed, it is expected, is required, and is consistent with the value system of democratic American life. Parents and teachers fulfill themselves as individuals by communicating and cooperating with each other in their care and education of young children.

Parent groups can organize to discuss program improvement, general day care issues including lobbying and advocacy, or to discuss council improvements in areas of membership, public relations, and fundraising.

8. Other Parent Service. Parents can also become involved by running for an open position on the Board of Directors and becoming involved in policy decision-making.

REFERENCE

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POVERTY RATE SHOWS FEW CHANGES FOR BLACK, HISPANIC CHILDREN

The nation's poverty rate changed little in 1988, with black and Hispanic children still representing the largest segments of the poor, the U.S. Census Bureau says.

The bureau cited almost no progress in reducing poverty, even though 1988 was the sixth year of an economic recovery. About 31.9 million Americans lived below the official poverty line, which is an annual income of $12,091 for a family of four. More than 44 percent of black children and 37 percent of Hispanic children lived in homes with incomes below the federal poverty line last year, the report said.

Overall, poverty rates for blacks and Hispanics dropped about one percentage point, but the Census Bureau said the change is not statistically significant due to possible sampling errors.

The report also indicated a widening gap between rich and poor. The richest fifth of the nation had 44 percent of all income, the highest figure ever recorded. The poorest fifth of the American households received just 4.6 percent of national income, the lowest figure since 1954.

Report on Preschool Programs, October 25, 1989

ANNOUNCEMENTS

Ms. Rita Esquivel has been named Director of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA). Ms. Petraine Johnson has joined Penn State's COMP BI ECE Project as Project Officer. The ten newly arrived teacher trainees for the Project this year are talented, diverse, and committed to serving bilingual/bicultural learners and their families.

Penn State's Comprehensive Bilingual Early Childhood Teacher Training Project (COMP BI ECE) is funded by the United States Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA) to The Pennsylvania State University. Dr. Lourdes Diaz Soto serves as Project Director. Appreciation is extended to the United States Department of Education; and The Office of Bilingual Education and Minority Languages Affairs. The views expressed in this newsletter represent the author's ideas and not those of the supporting/funding agencies or persons. The Pennsylvania State University, in compliance with federal and state laws, is committed to the policy that all persons should have equal access to programs, admission, and employment without regard to race, religion, sex, national origin, handicap, age, or status as a disabled or Vietnam era veteran.

ACTIVIDADES Y EXPERIENCIAS DE APRENDIZAJE EN EL HOGAR

Los padres son los mejores maestros para sus hijos. Ellos pueden tener una gran influencia en el desarrollo de los ninos, asi como tambien en sus aptitudes hacia la escuela. Los padres pueden fomentar el interes hacia los procesos de aprendizaje al ensenar actividades que los ninos disfrutan realmente y, que al mismo tiempo, son beneficiosas para ellos. Cuando los padres exhiben una actitud positiva hacia la escuela sus hijos tienen una mayor probabilidad de obtener exito en la escuela. Los padres pueden convertirse en companeros maravillosos de sus hijos en el proceso educativo.

Hay un numero ilimitado de actividades que los padres junto con sus hijos pueden llevar a cabo en el hogar. Estas actividades pueden conducir a un mejor exito academico en la escuela, especialmente durante los anos preescolares.

Las siguientes actividades pueden ser utiles en el hogar.

Actividad 1: Collage

Usando fotos de revistas viejas y algo de papel usted puede crear con su hijo(a) un hermoso collage para adornar en la pared. Para poder realizar este proyecto de arte, usted necesita tambien algunas hojas de papel, pega, tijeras y algun otro material disponible que usted tenga en su casa. Tome la hoja de papel y dibuje un florero u otro diseno (esto queda a su imaginacion). Corte pequenos pedazos de papel de diferentes colores o laminas de revistas viejas en diferentes formas para crear una escena u otro diseno. Pegue todos los pedacitos de papel en el dibujo del florero y trate de cubrir toda la figura. Cuando lo termine, dejelo secar. Una vez que el florero este seco cortelo y peguelo a un pedazo de cartulina. Despues de haber terminado con el florero, usted puede anadirle otros detalles con crayolas u otro tipo de pinturas. Este tipo de trabajo de arte tambien puede ser hecho con objetos y cosas que usted tiene en su casa y algunas veces son desechables, tales como: arroz, ropa, botones, platos-cucharas-tenedores plasticos, hojas, tapas de botellas, palillos de dientes, arena, hilo de lana, papel de lija (usado).

Esta actividad promueve la imaginacion en los ninos, tanto como el desarrollo perceptual.

Actividad 2: Flores de papel

Para esta actividad, usted necesitara 2-3 vasos de papel, crayolas, papel (en diferentes colores), sorbetos, pega y tijeras. Dibuje en el papel una o dos flores y coloreelas con crayolas. Corte la flor (flores) y peguele el sorbeto en la parte de atras. Ponga la flor dentro del vaso de papel, y llene el vaso con piedras (pequenas), tierra o arena. Entonces, entierre la flor con el sorbeto en las piedras, tierra o arena.

Este tipo de actividad ayuda a los ninos a desarrollar su imaginacion, creatividad (debido a que ellos pueden crear nuevos patrones y disenos, tales como banderas, personas, etc.), y los musculos finos de manera de ayudar a los ninos con las destrezas basicas de escritura.

Recuerde: Usted no necesita ser un profesional para ensenar a sus hijos. Usted ya tiene la mejor herramienta en el proceso de ensenanza - aprendizaje: AMOR.

Mrs. Lillian Negron, Doctoral Candidate, 158 Chambers Building, The Pennsylvania State University

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VOL. 1, NO. 3

INSTRUCTIONAL APPROACHES FOR BILINGUAL YOUNG LEARNERS

Penn State's comprehensive Bilingual Early Childhood Title VII Project is currently anticipating 100 percent graduation rate after three years of federal funding from the Office of Bilingual Education and Minority Languages Affairs (OBEMLA). We are excited that our masters level teacher trainees have completed this rigorous one calendar year project which includes certification in the early childhood domain. Our graduates are currently employed in school districts across the Commonwealth of Pennsylvania, pursuing doctoral degrees, as master teachers, supervising personnel, and helping to meet the needs of young bilingual/bicultural learners and their respective families. We are "Penn State Proud" of the accomplishments of our teacher trainees and wish them the very best in their careers and personal commitment to education.

We are including a synopsis of some of the information shared by trainees this year as part of their "drive-in" workshops through out the Commonwealth of Pennsylvania.

Dr. Lourdes Diaz Soto, Editor of the newsletter can be reached at 157 Chambers Building, University Park, PA 16802; 814-865-6568. In future issues we will continue to address your needs...so please let us hear from you!

READING COMPREHENSION AND LINGUISTICALLY DIVERSE STUDENTS

By Valerie Gates

The increasing percentage of minority language school age children is continuing to serve as a catalyst for changes in U.S. educational policies and curriculum. Students' native languages are being used to carry out instructional processes creating multilingual environments within classrooms.

Teachers are expressing concerns about how to work effectively with linguistically diverse students within the classroom. More specifically, teachers are indicating that they are interested in the limited English proficient (LEP) students' reading comprehension.

Lack of English proficiency is not the soul cause of reading comprehension difficulties among LEP students. Readers have schemata or mental outlines for organizational structure of types of text such as narrative, expository, poetry etc. (formal schemata). They also use content of a passage such as houses, flora, sports etc. Content and formal schemata are both factors in reading comprehension.

Many teachers are aware of these difficulties and conduct pre-reading activities to relate students' prior knowledge to the content and form of the reading passage. However, LEP students frequently possess different cultural content schemata and do not have content schemata appropriate for this specific culture. It has been found that LEP students are more able to overcome problems with difficult sentence structure or vocabulary if they have some kind of cultural knowledge of the subject presented in the reading passage.

Fortunately, cultural barriers can be overcome. Cultural content schemata can be taught and related to existing knowledge. This can be done in a number of different ways:

1. ETR(Experience-Text-Relationship): LEP students can misinterpret or misunderstand a reading passage making it difficult for them to draw the appropriate conclusions. This can be avoided if teacher and student work together. Prior to reading, encourage students to discuss any EXPERIENCES they have had with the topic. As students read, the teacher aids in the interaction WITH the text and helps students see relationships between the text and their prior experiences. After reading, students compare their experiences with those presented in the reading passage.

2. CULTURAL CONTRASTIVE ANALYSIS: Teacher encourages students to focus on specific characteristics of the topic, then generalize later. Provide opportunities for all students to discuss specific aspects of their cultures as they relate to the reading material. Record in chart form or use discussion to compare and contrast various cultures' interpretation of the reading material. Encouraging students to ask questions will help to reinforce or introduce vocabulary.

3. PREP: PREREADING PLAN:
Phase I: Use a key concept related to reading material, brainstorm to stimulate discussion, record information. Discuss what associations exists, examine vocabulary used by students.
Phase II: Teacher asks questions to encourage students to think about initial associations: "What made you think of this?" This should stimulate discussions of cultural experiences.
Phase III: Students reformulate knowledge after reading selection. Provide opportunities for students to verbalize any changes (with respect to initial associations) they made as they read. This links cultural background to concepts presented in text and clears up any misinterpretation and inappropriate relationships.

CONCLUSION: It is important to remember that LEP students have complex networks of schemata based on their own language and culture. They do not enter our schools with empty slates. They need help in developing related cultural schemata and in seeing similarities and differences between new and prior schemata. Empower your students: respect their experiences and knowledge by encouraging them to share their schemata with others.

THE CARPINTERIA PRESCHOOL MODEL AND NATIVE LANGUAGE

By Kathleen F. Hughes

In examining the recent literature concerning the Carpinteria Title VII preschool project of California (Campos and Keatinge, 1988), it appears that the primary difference in the implementation of the program is the language used for instruction. The native language, in this case Spanish, was used almost exclusively. The results of this model seem to be conclusive that stressing the first language does have a positive effect on the acquisition of English, the second language. The Carpinteria preschool model has implications for future bilingual preschool programs since a strong foundation in the native language allows for second language acquisition.

It is obvious that the Carpinteria model is viewed by leading researchers in the bilingual field as exemplary. The results seem to be contrary to the belief that students need constant exposure to the second language only in order to learn it. The participants of the experimental program who received their instruction in Spanish were able to perform better on the tests assessing English proficiency.

Campos, S., & Keatinge, H. R. (1988). The Carpinteria language minority student experience: From theory, practice, to success. In T. Skutnabb-Kangas and J. Cummins (Eds.), Minority education: From shame to struggle. Clevedon, England: Multilingual Matters Ltd.

MINORITY LANGUAGES AS A NATIONAL RESOURCE

By Jocelynn Smrekar

American culture dictates that minority students must give up their ancestral language if they wish to become members of the majority. Researchers Campbell and Lindholm (1987) propose that this in reality is not helpful for the student nor the nation. Each year a wide variety of languages are brought to American schools by minority groups. A five-year-old minority child, for example, often has greater oral-aural language skills in their L1 than college graduates have in the same language, after studying in traditional foreign language programs in the country (Campbell & Lindholm, 1987, p. 20).

The non-English languages spoken by minority children could be considered as national resources which are being squandered. Our society does very little to conserve the ability of minority students to speak a native language other than English. Campbell and Lindholm (1987, p. 20) concluded:

> We strongly believe that priority should be given to research that will teach us how we can most efficiently conserve the highly valuable language resources possessed by thousands of young people who could make major contributions toward resolution of our national foreign language deficits.

Researchers (Crawford, 1989; Fishman, 1982; Ovando & Collier, 1985) agree that language maintenance in the curriculum is a controversial subject. Gonzalez (1979) notes that one of the reasons why maintenance programs have progressed very little past the concept stage is because there is a lack of curriculum materials at all grade levels.

It is clear that maintenance bilingual curriculum models would be very effective in the U.S., if the political climate were not so negatively inclined towards minority languages. The research evidence certainly points to the advantages of students maintaining the L1 indefinitely while gaining L2 so that the maintenance bilingual curriculum would be ideal for this purpose.

Campbell, R. N. & Lindholm, K. J. (1987). Conservation of language resources. (ERIC Document Reproduction Service No. ED 287 309)

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Appendix D

Sample Penn State Commencement

2.3 General Classroom Procedures

2.3.1 What are the classroom rules?
2.3.2 What specific management techniques does the cooperating teacher use?
2.3.3 What are the opening exercises for the start of the day?
2.3.4 Make a general schedule for days in the school, noting times and daily sequence of events.

2.4 The Student's Role

2.4.1 Clarify and confirm arrival and departure times.
2.4.2 Discuss requirements and overall responsibilities.
2.4.3 May the 595B student circulate and assist students as they work at their seats?
2.4.4 What does the cooperating teacher expect of the 595B student? What does the 595B student expect to accomplish?
2.4.5 When will it be convenient for the cooperating teacher to plan and answer questions? Would he/she like to meet before school, during lunch, or during a planning period? Plan to be available to meet with the cooperating teacher.
2.4.6 As the semester progresses, it is helpful to map out a tentative time line and schedule of responsibilities. This will help the 595B student and cooperating teacher plan ahead for activities.

PLEASE NOTE: The 595B student needs to observe daily activities and show initiative. If the student sees some way he/she might help, or if the student notices something he/she would like to try, discuss it with the cooperating teacher. Although the cooperating teacher or supervisor may suggest duties for the student, he/she should offer to do things, too!

DO YOU KNOW? THE FIRST DAY IN THE CLASSROOM

If you know the answer to the questions following, you will feel more competent as you help children with their cooperative living arrangements. You need to find out WHAT ARE YOU REQUIRED TO DO and WHAT MAY AND WHAT MUST A CHILD DO?

1. Who turns on the lights and prepares the room for the day's instruction and activities?
2. When is the teacher required to be in his/her room?
3. When is a professional employee required to be in the school building?
4. When does the first child arrive?
5. When are the children allowed to arrive at school?
6. How do the pupils get to school?
7. What are the students allowed to do when they arrive?
8. When are they allowed to enter the building?
9. Are there regulations regarding the entrances that are mandatory for all children?
10. Once a student enters his/her room, may he/she leave? If so, for what purposes and where may he/she go? What may he/she do?
11. If he/she may not leave, what is he/she allowed to do?
12. When does school formally start?
13. How does the child know that the day's formal activities have started?
14. What part does the teacher play in the opening exercises?
15. What part does the student play?
16. Exactly what is included in the formal opening and what else may be included?
17. How do the children know which subject or activity starts the day? Does this vary seldom, sometimes, or often?
18. How do the children know that the first class is about to begin?
19. What is the general atmosphere of class control?
20. What are the children allowed to do during the instructional period?
21. What are the children allowed to do during free study period?
22. When may a child sharpen his pencil?
23. When may a child leave the room? For what purposes may he/she leave?
24. How is the transition from the first class to the second class executed?
25. What may a child do during the transition period?
26. When does the first activity generally end?
27. What are the school regulations regarding recess and organized play?
28. When is the recess period?

29. What may a child do during recess period?.
30. Who is in charge of the students?
31. Is there more than one class at recess at a time? If so, who is in charge?
32. Where may a student play?
33. What are the limits of the school grounds?
34. Do all children have to go out if the class does?
35. What arrangements are made for the children who do not go out?
36. When is the lunch period?
37. Where is the cafeteria?
38. Is the lunch period open or closed?
39. What may a child do during the lunch period?
40. What pattern of lunch program control is established as school policy?
41. Who is in charge of your students?
42. Do you have lunch duty and, if so, what are the duties?
43. Where may the children go after lunch? When may they go? Who is in charge?
44. How long is the lunch period?
45. When and how do the children know it is time to resume studies?
46. What is the general practice for students' activities if the lunch period is inside?
47. May your students chew gum?
48. When is school completed?
49. What are the regulations regarding teacher's dismissal of students?
50. Where may students wait for parents?
51. What are the circumstances when a student may wait at school?
52. Who erases the board and prepares the room for the next day's activities?
53. Who is the nurse?
54. Where is the nurse's office?
55. What is the nurse's schedule?
56. How do you locate her when she is not in the building or what are the other regulations?
57. Where is the principal's office?
58. What is his/her name?
59. Who is the secretary?
60. What are the regulations regarding the use of secretarial help?

61. Are any students on medication? If yes, is physician's prescription on file with directions for administering the medication?

62. By whom may a child be taken from school? What is the school policy?

63. What is the school policy for picking up or removing children from school?

64. What is the school policy for giving information about a student?

65. Are there illnesses or disabilities that require special attention in your care?

66. Who are the responsible class leaders?

67. Who is the custodian? How may you use his services?

As you can see, the school classroom is a complex structure which has been established before you arrive. There are many operations helpful when you understand their purpose. You should have observed how the cooperating teacher provides for a smooth transition between classes. How does the class behave when the cooperating teacher leaves the room? How do the students dress? Ask your teacher about the home life of the students. What are the special requirements regarding any physical problems of students? How many children are in each section of your assignment? How many walk home? Has grouping been arranged and for what purposes is it used at present? Does the class understand assignments? Is homework allowed and/or expected? If so, how much and what kind is appropriate? Where is the supply room? What supplies are available? What is the school policy regarding ordering supplies? How are the bulletin boards used? What use is reserved for the chalkboards? What do you and your classes do for a fire drill and/or retention drill? Is there any emergency alternate route? Quickly establish what visual aids are available. What may you use and when? What are the building rules regarding visual aids?

DESCRIPTION OF CLASSROOM PROCEDURES

tendance and roll:

oney collection:

ine up (entering and leaving):

Classroom rules and disciplinary procedures:

Method of giving directions, seatwork assignments and homework:

Playground rules and guidelines:

Method of distributing work materials: paper, pencils, worksheets, etc.:

Method of collecting students' completed seatwork assignments:

Special Topic activities (units): ______________________

Trips or Special events: ______________________

Social/Interpersonal/Self-Concept activities: ______________________

My role in above activities was: ______________________

I felt the week was: ______________________

I wish I could: ______________________

What I learned this week: ______________________

How I would do things differently: ______________________

Other Comments: ______________________

20 MINUTE OBSERVATION OF A CHILD

DATE: ____________________ TIME: ____________________

NAME OF CHILD: ____________________ AGE: ____________________

Brief Description of Child (special needs, academic ability, etc.) ____________________

____

____

____

Description of Classroom Activities During Observation: ____________________

____

____

____

RECORD OF CHILD'S ACTIVITY AND BEHAVIOR - 20 MINUTES

THINGS TO INCLUDE WHEN DOING YOUR 20 MINUTE OBSERVATION OF A CHILD

1. Verbalizations of child in exact words.
2. Bodily Movement of Child
   ex: movement around the room
   movement in their seats
3. Apparent task or nontask orientation of child.
4. Handedness.
5. Facial expressions or grimaces.
6. Contract and interaction with other students.
7. Contact and interaction with the teacher.
8. Your assessment of the child's apparent attitude toward school, learning, teacher, and peers.

Anticipated & Actual Schedules

At seminar each week the student will submit two schedules: an anticipated and an actual schedule. The anticipated schedule will include the activities he/she expects to participate in during the coming week. The actual schedule will document the activities he/she actually engage in during the past week. Schedule forms will be provided.

Journal Entries

Throughout the practicum all students are required to prepare daily journal entries. The main purpose of the journal entries is for the student to demonstrate the ability to observe and reflect on classroom and school experiences. The topics for some entries will be assigned by the RCLED 595B supervisor. When a topic is not assigned, select one appropriate focal area for each entry.

Journal entries provide an opportunity for the student to demonstrate competence in the command and usage of written language. Journal entries should be written in a narrative style and should be two or three paragraphs in length. It is expected that a journal entry will be available by the following morning. Evaluation of journal entries will focus on content, organization, and technical skills.

Possible foci for journal entries include the following topics.

- Observing individual learners and probing into possible reasons for their behavior.
- Commenting on classroom organization and use of materials.
- Discussing classroom management strategies.
- Identifying objectives and discovering why the cooperating teacher plans certain activities.
- Commenting on school organization and environment as it relates to learning.
- Analyzing the student's philosophy of education as it relates to the RCLED 595B experience.
- Raising questions about the student's role in the classroom.
- Analyzing the practicum student's ability to work with children one-to-one, in small groups, and/or in large groups.
- Discussing aspects of teaching that the practicum student finds more satisfying or least satisfying.

LESSON PLANS

One of the competencies students are required to demonstrate in RCLED 595B is the ability to effectively plan and implement learning activities in the classroom. Lesson plans assist the student in identifying the specific skills(s), materials, procedures, and evaluation techniques to be used in planning effective lessons. All strategies must be congruent with the lesson objective(s).

A lesson plan is a planning tool that should be written BEFORE the lesson is implemented in the classroom. Lesson plans are required whenever a student knows at least one day in advance a lesson is to be implemented in the classroom. Each plan should contain: (1) one or more specific learner objectives, (2) a listing of required materials, (3) a description of the procedures, and (4) an evaluation plan. After the lesson has been taught, the student will prepare a written analysis of the lesson. Lesson plans are to be written for every instructional activity with the class, a small group, or an individual learner.

Students are required to have lesson plans available in the school for review by the cooperating teacher and the supervisor. Normally, each student will prepare a minimum of ten (10) lesson plans. Each lesson plan will be reviewed by the supervisor. Instructions for lesson plan format will be provided in seminar.

DIAGNOSTIC-PRESCRIPTIVE TEACHING SEQUENCE

The diagnostic-prescriptive teaching sequence allows the student to implement the major steps in a diagnostic-prescriptive approach to teaching. The project includes four major steps: diagnosis, prescription, instruction, and evaluation.

Diagnosis

Working with the cooperating teacher, the student will identify an individual or small group of learners who seem to be appropriate participants in this project.

Prescription

Based on the analysis of strengths and weaknesses the student will prepare a prescription for the learner which includes (1) areas which need to be strengthened, (2) appropriate goals within those areas, and (3) related instructional strategies.

Instruction

Using the prescription as a guide the student will develop a series of at least four lessons designed to remediate the need.

Evaluation

The final step of this project is the preparation of a written analysis of the student's progress and the practicum student's growth during this project.

TAPE ANALYSIS

Tape Analysis I

The tape analysis provides an opportunity for reflection upon teaching and learning in the classroom. The analysis may be done on a lesson of your choice. You will likely want to listen to the tape once simply to become accustomed to voices and other classroom sounds.

For the first analysis, it is suggested that you not worry about coding behaviors. Instead, select two or three areas from the list below (other are possible) and focus upon them as you listen to the tape and complete your analysis. One important note: be sure to identify and keep in mind the learning objective(s) for the lesson as you prepare and write your analysis.

Area of Analysis

1. Questioning: Was sufficient "wait time" provided? How were student responses reinforced? Etc.

2. Teacher enthusiasm, clarity, pacing, etc.

3. Was the lesson clearly sequenced? Were students "in tune" with what was happening? Was the teacher?

4. Did students achieve the learning objective(s)? What contributed to their achievement? Their non-achievement?

5. Were there any unexpected outcomes? How did the students and I react to these unexpected outcomes?

6. The next time I teach this lesson, one thing I will do differently is...

Your analysis should be a two-three page narrative which includes a description of what actually happened, discussion of the importance and meaning of what happened, and how you have learned from their experience. Judgments should be supported with specific examples, data, learning principles, etc.

Please Note: Attendance procedures, notebooks, daily schedules, journal entries, lesson plans and all projects will be discussed in seminar sessions.

PARENT TRAINING COMPONENT

A needs assessment will be conducted by each practicum student with two parents. Six workshops will be developed as a result of the information gathered by the interviews. The aim of the workshops is to demonstrate desirable teaching behaviors which the parent can use at home with their child.

1. Conduct a needs assessment.

2. Develop six training workshops.

3. Provide instruction and information in an individualized educational plan format.

4. Assess the effectiveness of your training workshops.

WEEKLY SCHEDULE

___Anticipated ___Actual

Student________________________ Dates________________________

Co-op Teacher________________________ Supervisor________________________

NOTES:

WEEKLY SCHEDULE

____Anticipated ____Actual

Student________________________ Dates________________________

Co-op Teacher________________________ Supervisor________________________

NOTES:

WEEKLY SCHEDULE

____Anticipated ____Actual

Student________________________ Dates________________________

Co-op Teacher____________________ Supervisor____________________

NOTES:

PRINCIPLES OF LEARNING

1. Positive reinforcement is more likely to result in learning than negative reinforcement.
2. Reinforcement is most effective when it occurs immediately following the appropriate behavior.
3. Short practice sessions held more frequently are more effective than fewer long-term sessions.
4. Learning is more effective if the students show "readiness" for what is to be learned.
5. Learning generally proceeds more easily if information is presented in order from simple to complex, familiar to unfamiliar, and tangible to abstract.
6. The learner learns other things than what the teacher is formally presenting.
7. Learners learn best by being actively involved.
8. More complex skills develop more slowly.
9. Learning from reading is increased if time is spent on recalling what has been read.
10. Detail must be placed in structured patterns or it is rapidly forgotten.
11. Meaningful material is more easily learned and best retained.
12. Disequilibrium, or a perceived discrepancy, is important to learning in that the learner naturally seeks to resolve the discrepancy and reach a new equilibrium.
13. Interaction enhances many types of learning.
14. Learning is enhanced in a supportive, non-threatening atmosphere.
15. Learning is increased by a rich and varied environment.
16. Learning is enhanced when a single concept is related to a wide variety of experiences.

Adapted from Robert M. W. Travers' Essentials of Learning by C. Laine, M. Lee, and S. Thompson.

6. The University supervisor should be regarded as a resource person who is "on call" to assist with problems in planning which have been referred to him/her by the cooperating teacher or the student teacher. He/she will ask to see lesson plans when he/she visits.

The following questions will prove helpful to the student teacher in planning lessons and evaluating self:

1. Do you have the purpose of the learning situation clearly in mind?
2. Are you willing to put forth effort to get plans and materials ready for the learning experience? Are there enough books and other learning resources readily available for children to use?
3. Do your plans indicate pupil-teacher planning?
4. What provision have you made for individual differences in pupil needs, interests, and abilities?
5. Do you allow your plans to be flexible and yet stay on the subject?
6. Have you provided for what to do in case your plans are not adequate for the period?
7. Can you maintain your poise and sense of direction even though your plans are not going as you anticipated?
8. Are you able to alter your plans when you see they are not working?
9. Can you determine where in your plans you have succeeded or failed?
10. Are you willing to incorporate the suggestions and criticisms of your cooperating teacher into your plans?
11. Are your activities planned so that they run smoothly?
12. Does your thinking include these specific problems?
    a. What progress toward our goals did we make yesterday?
    b. On the basis of yesterday's experiences, what should we do today?
    c. In today's lesson what ways do my purposes differ from students' purposes?
13. Are your plans for evaluations or summaries designed to estimate the ability of pupils to apply what they have learned?
14. Could a substitute teach this lesson from your plans without any additional comments from you?

LESSON PLANNING MODEL
(Some Considerations)

Subject: ____________________ Grade: _____ Pd: _____

Teacher: ____________________ Date: ____________

General Objective: Does the G.O. provide direction for instruction without being too restrictive?

SPECIFIC LEARNING OUTCOMES

-- How does SLO relate to GO?

-- Is the specific learning clearly stated?

* Does the SLO contain an action verb which clearly indicates an observable response?

* Are there performance criteria for the SLO?

-- Do students have the prerequisite knowledge/skills to achieve the SLO?

-- Is a task analysis necessary?

-- In which domain is the SLO?

-- At what level on Bloom's taxonomy is the SLO?

TEACHING MODEL(S)

* What teaching technique(s) will be used?

- Inquiry?
- Guided discovery?
- Lecture?
- Concept attainment?
- Inductive Thinking?
- Synectics?
- Role playing?

-- Have individual differences been considered?

- Reading level?
- Pace?
- Materials?
- Assignment?

-- Have different learning styles been accommodated?

Materials: * What needs to be prepared in advance? Content outline? Dittoes? Transparencies? Models? Visual Arts? Tests/Quizzes? Other?

Resources: * What sources have been used other than the text?

ACTIVITIES AND PROCEDURES

Introduction: *Is there some initial motivation for the lesson?

-- Anticipatory set?
-- Review of prerequisite concepts?
-- Relevance?
-- Structured overview?
-- Statement of SLO for learners?

Body: *What are the learners expected to do?

-- Have clear directions been given?
-- Will the activity disclose the behavior necessary to satisfy the SLO?
-- What practice will be included in the lesson?
-- What sensory approaches are appropriate?
-- Is there opportunity for learner application of concept or skill?
-- How will students receive formative feedback?
-- Do key questions need to be listed?

Closure: *Will a summary focus on the SLO?

* Will learning be connected to the next lesson?

* Will an assignment be given?

EVALUATION OF SLOs

Formative: *What method(s) will be used to diagnose learners' understanding?

- Participation?
- Answers to oral questions?
- Observing seatwork?
- Sample work?

-- How will learners get feedback on this evaluation?

Summative: * What method will be used to assess level of mastery?

- Task?
- Quizzes?
- Projects?
- Reports?

-- How will learners get feedback on this assessment?

-- How will evaluation be recorded?

* Specifically answered in writing.

LESSON PL[illegible] G MODEL

(Some Co[illegible]ents)

Subject: ______________________ Grade: ____ Pd: ____

Teacher: ______________________ Date: __________

General Objective: ______________________________

SPECIFIC LEARNING OUTCOMES

TEACHING MODEL(S)

ACTIVITIES AND PROCEDURES

Introduction:

Body:

Closure:

EVALUATION OF SLO(s)

Formative:

Summative:

Materials:

Resources:

STEPS IN LESSON PLAN DESIGN

These steps to good lesson design have been developed through research. It is important to note and remember some critical information about these steps:

1) These steps do not necessarily have to occur in the order listed. However, when you change the order, be sure that you have a reason for doing this. After the lesson, think about how the order of the steps affected the success of the lesson. Think about whether you would do it this way again. For example, as part of the closure to a lesson, you might begin to set the anticipation for the next day's lesson. "Tomorrow, in math class, we will use the multiplication facts you have worked so hard to master to play a game."

2) There may be times that you decide to eliminate one of the steps. Always be sure that you have decided to do this for a good reason, and not that you just forgot to include a step. It is this ability to make decisions about lessons that separates the skilled teacher from an untrained person. For example, in a discovery science lesson, the discovery would be spoiled if you stated the objective of the lesson.

ANTICIPATORY SET
Gains student attention
Provides introduction and overview to the lesson
States the general idea of the lesson
Relates the lesson to what has gone before and to what will follow

STATEMENT OF OBJECTIVE
Explains the purpose of the lesson
Defines expectations

INSTRUCTION/INPUT
Provides the information to be learned to the students

MODELING/DEMONSTRATION (often alternated with instruction/input)
Provides correct process and product models for the student to imitate
Presents problems likely to occur before students begin work on own.

CHECKING FOR UNDERSTANDING
Assesses initial student understanding
Rechecks understanding regularily

GUIDED PRACTICE
Monitors student work to correct misunderstanding and to prevent practice of errors

INDEPENDENT PRACTICE
Provides opportunity for student to practice skill fluency

CLOSURE (can occur at various points in a lesson)
Provides or elicits summary statements

Objective:

Materials:

Linguistic Focus	Mathematics Focus
Vocabulary Review:	Review:
Vocabulary Development:	Development/Sample Dialogue
Structures:	

Follow-Up Activities

Wrap-Up Dialogue

ANALYSIS OF TEACHING METHODS IN SECOND LANGUAGE ACQUISITION

METHOD

APPROACH		DESIGN						ASSESSMENT
THEORY of LANGUAGE	THEORY of LEARNING	OBJECTIVES	PROCEDURE	ACTIVITIES	LEARNER ROLES	TEACHER ROLES	INSTRUCTIONAL MATERIALS	

Irwin & Bushnell (1980).
Observational Strategies for Child
Study, 252-253.

Table 11.1 Summary of Observation Strategies

Taxonomy	*Strategy*	*Observation Interval*	*Material Covered*	*Recording Technique*
Narrative Methods	Diary Descriptions	More or less regular day-to-day intervals	Developmental changes as they occur	Itemization of growth changes (can be recorded after the event), narrative summary
	Anecdotal Records	Sporadic intervals	Whatever seems noteworthy	Brief description of event (can be recorded after the event)
	Running Records	Continuous behavior sequences	On-the-spot records of behavior as it is occurring	On-the-spot sequential narration
	Specimen Descriptions	Continuous behavior sequences	"Everything" of ongoing behavior and the situation or setting	On-the-spot detailed sequential narration
Sampling Methods	Time Sampling	Intermittent short and uniform time intervals	Selected aspects of behavior or situation or both	On-the-spot coding
	Event Sampling	Event duration	Specified class of behavioral events	On-the-spot coding or narration or both
	Checklists	Can be intermittent or regular depending on purpose	Selected aspects of behavior or situation or both	Checks occurrence of behaviors (can be recorded after the fact)
Rating Methods	Rating Scales	Continuous behavior sequences	Selected aspects of behavior or situation or both	Ratings based on cumulative direct observation

PENNSTATE

COMMENCEMENT

Summer Session 1989

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THE PENNSYLVANIA STATE UNIVERSITY
SUMMER SESSION 1989

SATURDAY, August 12, 1989 / EISENHOWER AUDITORIUM / 2:00 P.M.

THE GRADUATE SCHOOL

To Our Guests

Commencement, the solemn but joyful climax and recognition of the graduates' years of study, is an important occasion to the University, its faculty, staff, and students. All guests and participants are requested to avoid unnecessary conversation or moving about during the exercises.

When the processional party enters at the beginning of the ceremony, the audience rises. They remain standing during the singing of the *National Anthem* and for the invocation.

Applause should be withheld during the presentation of the individual candidates. After all candidates have been recognized, the audience may applaud.

Following the singing of the *Alma Mater* and the benediction, there is a recessional for the platform party. The audience is requested to remain seated during this period.

We welcome you to the summer session commencement exercises for graduate degree candidates.

A FIRST AID STATION is located in the cloakroom in the right lobby area.

LOST AND FOUND articles will be taken to105 Eisenhower after the ceremony.

A SEATING DIAGRAM for graduates may be found at the back of this program.

RESTROOMS are located directly off the main lobby on the lower level.

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The Graduate School

Program

Bryce Jordan, B.Mus., M.Mus., Ph.D.
President
Presiding

PROCESSIONAL
Trumpet Voluntary (by Clarke)
Organist: Susan K. Dickerson, B.M., M.M., D.M.A.

NATIONAL ANTHEM
Directed by Russell L. Bloom, B.S.
The audience is asked to join in the singing.

INVOCATION
The Reverend Donald R. Davis, B.A., B.D., Th.M., M.Ed.
Director, United Ministry at Penn State

INTRODUCTORY REMARKS
President Jordan

COMMENCEMENT ADDRESS
James C. Moeser, B.M., M.M., D.M.A.
Dean, College of Arts and Architecture

AUTHORIZATION TO CONFER DEGREES
David A. Morrow, B.S., D.V.M., Ph.D.
Member, Board of Trustees

CONFERRING OF DEGREES
Presiding: Charles L. Hosler, B.A., M.S., Ph.D.
  Senior Vice President for Research and Dean of the Graduate School
Conferring: President Jordan
  Master's Degrees
  Doctor of Education Degrees
  Doctor of Philosophy Degrees

INDUCTION INTO ALUMNI ASSOCIATION
Dr. Morrow
Vice President, Penn State Alumni Association

SPECIAL GREETINGS
President Jordan

ALMA MATER
Directed by Mr. Bloom
The audience is asked to join in the singing.

BENEDICTION

RECESSIONAL
The audience will please remain seated.

National Anthem

O say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watched, were so gallantly streaming.
And the rockets' red glare, the bombs bursting in air
Gave proof thro' the night that our flag was still there.
O say, does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave!

Alma Mater

by Fred Lewis Pattee

For the glory of old State,
For her founders, strong and great,
For the future that we wait,
  Raise the song, raise the song.

Sing our love and loyalty,
Sing our hopes that, bright and free,
Rest, O Mother dear, with thee.
  All with thee, all with thee.

When we stood at childhood's gate,
Shapeless in the hands of fate,
Thou didst mold us, dear old State,
  Dear old State, dear old State.

May no act of ours bring shame
To one heart that loves thy name,
May our lives but swell thy fame,
  Dear old State, dear old State!

Program Notes

ACADEMIC PROCESSION: The Mace, which symbolizes the President's authority, is carried at the head of the academic procession by a University marshal. It was carved from a newel post saved from the original Old Main (which was rebuilt in 1929).

ACADEMIC DRESS: Academic dress had its beginning in the Middle Ages. When the English universities were taking form in the twelfth and thirteenth centuries, the scholars were also clerics and adopted robes similar to those of their monastic orders. Caps were a necessity in the drafty buildings, and capes with hoods attached were needed for warmth. The hood was selected by these early scholars as the article to be made distinctive for the various degrees by its color, trimming, and binding. As the universities gradually passed from the control of these ecclesiastics, costumes took on brighter hues.

The use of academic costume in the United States has been continuous since colonial times. A uniform system was not widespread, however, until about 1895, when the well-defined code of the Intercollegiate Commission was adopted by nearly all institutions of higher learning.

Gowns worn by those in the procession vary according to the degree held. Although the gown is more frequently black for academic degrees, certain universities have authorized the use of colored gowns. The academic gown has pointed sleeves for the bachelor's degree, short or regular sleeves for the master's degree, and round full sleeves for the doctor's degree. There are no trimmings on the bachelor's and master's gowns, but the doctor's gown is faced in front with black velvet and has three bars of the same material across the sleeves or, in some cases, the color of this velvet relates to the field in which the degree is granted.

Hoods are not usually worn by recipients of the bachelor's degree. The hood, which is the most distinctive feature of the American code, varies in length according to the type of degree held and is lined with the official colors of the institution conferring the degree. The velvet border or edging of the hood indicates the character of the degree it represents: blue—philosophy; light blue—education; brown—fine arts; blue violet—architecture; copper—economics; drab—business administration; golden yellow—science; green—medicine; sage green—physical education; orange—engineering; pink—music; russet—forestry; white—arts, letters, humanities.

The cap is usually square and is the same for all degrees. The standard tassel is black, but the doctor's cap may have a gold tassel. The standard cap is the mortarboard, usually the color of the gown.

DEGREES: The advanced degrees granted by the University are of two types, academic and professional. Academic degrees, which require competence in research and scholarship, are the Doctor of Philosophy, the Master of Arts, and the Master of Science. Professional degrees, which symbolize competence in the application of the results of research to practical problems, are the Doctor of Medicine, the Doctor of Education, and fourteen master's degrees—Master of Agriculture, Master of Business Administration, Master of Education, Master of Engineering, Master of Environmental Pollution Control, Master of Fine Arts, Master of Forest Resources, Master of Health Administration, Master of Landscape Architecture, Master of Management, Master of Music, Master of Psychosocial Science, Master of Public Administration, Master of Recreation and Parks.

NOTE: The flowers were arranged by the Department of Horticulture.

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History

The Pennsylvania State University was chartered in 1855. A faculty of four taught its first students, eleven of whom were graduated in 1861. In 1862, Abraham Lincoln signed the Morrill Land Grant Act, offering each state free public land for "the endowment, support and maintenance of at least one college where the leading objectives shall be to teach such branches of learning as are related to agriculture and the mechanic arts in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." Originally founded as the Farmers' High School, a pioneer institution in a national movement to broaden intellectual opportunity and practical education for all levels of society, Penn State was renamed the Agricultural College of Pennsylvania. A year later, in 1863, the Legislature of the Commonwealth of Pennsylvania designated Penn State as its land-grant institution, "and the faith of the State is hereby pledged to carry the same into effect." From that beginning, Penn State has grown to be a distinguished university of more than 69,100 students with a faculty of approximately 4,350.

Growth was rapid after the Civil War. In 1871, the first women were admitted. In 1874, the name was changed to the Pennsylvania State College. Curricula were added, the college was reorganized into schools, and buildings were erected.

In 1953, Penn State's name was changed to The Pennsylvania State University in formal recognition of what it long since had become, one of the leading universities of the nation.

As the land-grant institution of Pennsylvania, Penn State has developed, over the years, a complex of statewide facilities and services that makes it possible for the University to fulfill its mandate to provide education for the citizens of the Commonwealth "at times and places convenient to them."

The Pennsylvania Cooperative Extension Service was established by the Board of Trustees of The Pennsylvania State College in 1907 to extend knowledge in agriculture and home economics to the citizens of the Commonwealth. This unique educational system receives federal and state support on a continuing basis as a result of the Smith-Lever Act passed by Congress in 1914. Extension currently operates an office in each of Pennsylvania's sixty-seven counties and serves both rural and urban people with programs in areas of agriculture and natural resources, family living, community development, and 4-H/Youth. Extension reaches more than two million Pennsylvanians each year through meetings, radio and TV programs, publications, and farm and home visits.

The Commonwealth Educational System is also a basic element in reaching Pennsylvanians. The extensive development of this system in recent years has enabled the University to provide a wide range of needed services—not only to the young men and women on whom the future growth of the state depends, but also to the adults who, in growing numbers, are seeking continuing education and training to maintain their competence and well-being in a rapidly changing society. In addition to serving Commonwealth Campuses of the University, where one-third of the University's credit enrollment students are enrolled, these units serve as focal points for many communitywide services. During 1987–88, approximately 157,000 adults were enrolled in a wide variety of credit and noncredit programs at nearly 400 different locations throughout Pennsylvania through the University's Division of Continuing Education.

Research conducted included major projects in each of the eleven colleges of the University and in eight intercollege research institutes, centers, and laboratories. In 1987–88, expenditures for research totaled $194,210,000. The federal government supplied 55 percent of these funds; state appropriations, special state contracts, and University sources, 32 percent; and industrial, private, and other sources, 13 percent.

Penn State conferred 7,851 baccalaureate degrees, 1,724 doctor's and master's degrees, 1,275 associate degrees, and 85 first-professional degrees during 1987–88. The University has conferred more than 339,800 degrees since it was founded; of the living alumni, approximately 158,300 live and work in Pennsylvania.

The physical plant, including a total of 16,619 acres of land, is valued at more than $971 million. Of the 5,013 acres on the University Park Campus, 540 are used for classroom and office buildings, residence halls, and laboratories. There are 324 buildings on the University Park Campus; 31 percent are self-amortizing, 46 percent (classrooms, laboratories) are built by the state, and 23 percent are financed from other sources, including alumni funds and private gifts.

The University's budget for a single year exceeds $1 billion. Twenty-one percent of it comes from the state appropriation, 13 percent from the federal government, 26 percent from tuition, 16 percent from auxiliary earnings, 13 percent from the teaching hospital, and 11 percent from miscellaneous sources.

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University Undergraduate Marshal

Professor E. Alan Cameron, B.S.A., M.S., Ph.D., R.P.E.

Associate University Marshals

Professor Linda C. Higginson, B.A., M.Ed., D.Ed.
Professor Robert G. Melton, B.S., M.S., Ph.D.
Professor John W. Moore,Jr., A.B., M.A., M.A., Ph.D.

Assistant University Marshals

Professor Wayne L. Detwiler, Sr., B.S., M.Ed., D.Ed.
Ms. Susan C. Youtz, B.S., M.A.
Professor John S. Nichols, B.A., M.A., Ph.D.

University Nonmenclator
Professor James R. McAdams A.B., A.M., Ph.D.

Advanced Degrees

The Graduate School

The candidates will be presented by Senior Vice President for Research and Dean of the Graduate School Charles L. Hosler, Jr., B.S., M.S., Ph.D.

Master of Agriculture

Ronald Francis Doumont (1)*, B.S., *The Pennsylvania State University*, Agronomy

Master of Arts

June Robbie Altizer (3), B.A., *The University of North Carolina at Chapel Hill*, Theatre Arts

Steven Charles Andreassi (4), B.A., *Indiana University of Pennsylvania*, Economics

Francis Anthony Arlinghaus (5), B.S., *University of Detroit*, Mathematics

Ninah Sabas Asuncion (6), B.S., M.S., *University of the Philippines*, Statistics

Randall Lee Beebe (7), B.A., *Valparaiso University*, English

Sherilee Carpenter (9), B.A., *The Pennsylvania State University*, Comparative Literature

Doa Young Cheong (11), B.A., *Yonsei University*; P.A., *Seoul National University*, Economics

M. Nanette DiTosto (15), B.A., *Gettysburg College*, Economics

Michael James Doherty (16), B.A., *Stockton State College*, English

Lisa Burke Donlan (17), B.A., B.A., *The Pennsylvania State University*, French Studies

Kim Mary Duffy (18), B.A., *The Pennsylvania State University*, Mass Communications

Beate Theresia Engel-Doyle (19), M.A., *Bowling Green State University*, German

Martin Irwin Funk (22), B.S., *Kent State University*, Mathematics

John Joseph Gancar (23), B.A., *The Pennsylvania State University*, Theatre Arts

Cheryl Lynn Gerhart (24), B.A., *Kutztown University of Pennsylvania*, Spanish

William Lonnie Gillespie (25), B.A., *The Pennsylvania State University*, History

Ann Maria Gress (26), B.A., *University of Pittsburgh*; M.A., *The Pennsylvania State University*, Theatre Arts

Alison Patricia Hilton (30), B.A., *University of Notre Dame*, English

Deborah Jean Holze (31), B.S., *Manhattan College*, Statistics

Lorraine Diana Jackson (32), B.A., *University of Western Ontario*, Speech Communication

Jacqueline Marie Khoury (34), B.A., *The Pennsylvania State University*, English

Linda Louise Laudenberger (36), B.A., *Saint Vincent College*, English

Allen Joseph Le Blanc (37), B.S., B.S., *East Central Oklahoma State University*, Sociology

Rukmini Malhotra (38), B.A., *Bombay University*; B.Ed., *Maharaja Sayajirao University of Baroda*, Mass Communications

Maria Angela Lopez Mariano (473), B.S., *University of the Phillippines*, Statistics and Operations Research

Britta Katja Martini (39), Dipl., *Christian–Albrechts Universität zu Kiel*, Political Science

Judy Ann Massimo (40), B.A., *Indiana University of Pennsylvania*, English

Kyoko Matsumura (41), B.A., *Notre Dame College*, Speech Communication

Michael Steven McCormick (42), B.A., *Lycoming College*, English

James Patrick McFarland (43), B.A., *The Pennsylvania State University*, Economics

Peter J. Miniscalco (44), B.A., *Allentown College of St. Francis de Sales*, History

Debra Sharon Morris (46), B.A., *Smith College*, English

Paul John Moses (47), B.S., *The Pennsylvania State University*, Mathematics

Theigarajan Pather (49), B.A., *University of South Africa*, Educational Theory and Policy

David Robert Redles (51), B.A., *The Pennsylvania State University*, History

Kenneth James Reynolds (52), B.S., M.A., *University of Arkansas*, Economics

Karla Jo Sanders (53), B.A., *Eastern Illinois University*, English

Nicolas Alfredo Santa Gadea (54), B.S., *Pontificaia Universidad Catolica del Peru*; M.S., *The Pennsylvania State University*, Mathematics

Christopher Lee Serrano (55), Dipl., *Universidad de Los Andes*; M.B.A., *The Pennsylvania State University*, Economics

Shekhar Sinha (58), B.Sc., *Patna University*, Mathematics

Edward Robert Slack, Jr. (60), B.A., *The Pennsylvania State University*, History

Cheryl Kepner Steindl (61), B.A., *The Pennsylvania State University*, English

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*Diploma Number

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Rama Murthi Venkatagiri (66), B.A., Dipl., *Andhra Pradesh Agricultural University*, Mass Communications

Ann Maria Vicuna-Navarro (67), Dipl., *Catholic University of America*, Classics

Wilhelm Von Werthern (68), B.A., *Oxford University*, Comparative Literature

Lisa A. Walker (69), B.A., *University of Rhode Island*, English

Bob Glenn Williams (70), B.A., *University of Pittsburgh*, English

Kaiyu Zhang (72), B.S., *Dalian University of Technology*, Mathematics

Master of Business Administration

Alyson Joy Barker (73), B.A., *Denison University*, Business Administration

Lisa Burke Donlan (77), B.A., B.A., *The Pennsylvania State University*, Business Administration

Frederick Dvorak (78), Dipl., *Centre d'Enseignment et de Recherche Appliquées*, Business Administration

Robert Fumio Easley (79), B.A., *University of Illinois at Urbana-Champaign*, Business Administration

Sheila A. Eichelberger (75), B.S., *The Pennsylvania State University*, Business Administration

Frank Johnson (82), B.A., *The Pennsylvania State University*, Business Administration

Matthew Walter Johnson (83), B.A., *The Pennsylvania State University*, Business Administration

Sheila Janet Peden (84), B.S., *Gannon University*, Business Administration

Paul David Pomfret (85), B.S., *The Pennsylvania State University*, Business Administration

Ellen Elizabeth Scott (87), B.S., *Cornell University*, Business Administration

Master of Education

Bradley Dee Arnold (92), B.S., *Northern Michigan University*, Educational Administration

Michael Patrick Baldiga (94), B.S., *The Pennsylvania State University*, Counselor Education

Kathleen Banski (95), B.S., *The Pennsylvania State University*, Extension Education

Robin Scott Beauchamp (96), B.M., *Lawrence University*, Music Education

Maureen Catherine Beverly (98), B.A., *Carlow College*, Health Education

Nancy Wilson Briggs (99), Major: Educational Administration

Bruce Thomas Brunori (100), B.S., *The Pennsylvania State University*, Counselor Education

Christina Lee Campana (102), B.A., *Lock Haven University of Pennsylvania*, Counselor Education

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Donna L. Caplan (105), B.S., *Duquesne University*, Health Education

Theresa Pudik Card (106), B.A., *Point Park College*, Health Education

David Michael Cericola (108), B.A., *New York University*, Counselor Education

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Maria V. Colon (110), B.A., *University of Puerto Rico*, Curriculum and Instruction

Susan Jill Cort (111), B.S., *University of Maine at Orono*, Curriculum and Instruction

Kelly Jean Criste (112), B.A., *Messiah College*, History

Stephen Fritz Cullen (113), B.S., *The Pennsylvania State University*, Counselor Education

Denise De George (114), B.S., *The Pennsylvania State University*, Counselor Education

James Di Carlo (115), B.S., *Kutztown University of Pennsylvania*, Special Education

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Ann Marie Troyan (219), B.S., *The Pennsylvania State University*, Developmental and Remedial Reading

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Melanie Young (224), B.A., *Appalachian State University*, Art Education

Master of Engineering

William Knowles Arnold III (227), B.S., *Virginia Polytechnic Institute and State University*, Engineering Science

Hardy Phillip Curd (231), B.A., *University of Evansville*, Industrial Engineering

John Ignatius Dyer (236), B.S., *Saint Joseph's University*, Industrial Engineering

Antonio Rocco Ficca (237), B.S., *Saint Joseph's University*, Engineering Science

Robert C. Gulick (238), B.A., *Hartwick College;* B.S., *The Pennsylvania State University*, Engineering Science

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Alison Bailey Johnson (241), B.S., *North Carolina State University of Raleigh*, Industrial Engineering

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Gary Stephen Lapinski (243), B.S., *Allentown College of Saint Francis de Sales*, Industrial Engineering

Peter M. Lapiska (244), B.A., *Trenton State College*; M.Ed., *Temple University*, Engineering Science

Terry Miguel Mendez (250), B.S., *The Pennsylvania State University*, Engineering Science

Mary Kim Mowery (252), B.S., B.S., *Temple University*, Engineering Science

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Caroline Marie Johnson Serger (261), B.S., *University of South Florida*, Industrial Engineering

Frann Sue Shore (262), B.A., *Cornell University*, Engineering Science

Linda Ann Shumberger (263), B.S., *The Pennsylvania State University*, Engineering Science

Charles Donald Spackman (264), B.S.E., *University of Pennsylvania;* B.A., *Susquehanna University*, Engineering Science

William Charles Vesperman (266), B.S., *University of Maryland at College Park;* M.B.A., *Loyola College*, Engineering Science

Chanh The Vo (267), B.S., *Temple University*, Engineering Science

Thomas P. Weldon (268), B.S., B.S., *The Pennsylvania State University*, Engineering Science

Master of Fine Arts

Dorotha Grace Lemeh (270), B.S., *Tennessee State University*, Art

Christopher Bret Marks (271), B.F.A., *New York University*, Theatre Arts

Luanne Smith (273), B.A., *University of Kentucky;* M.A., *Murray State University*, English

Philip James Weaver (276), B.F.A., *Temple University*, Art

Kathleen Siobhan Wright (277), B.A., *State University of New York, College at Fredonia*, English

Master of Health Administration

Alenia Marie Brooks (278), B.S., *James Madison University*, Health Policy and Administration

Judith Elaine Fake (279), B.S., *Russell Sage College*, Health Policy and Administration

Brenda Jane Gass (280), B.S., *The Pennsylvania State University*, Health Policy and Administration

Timothy Michael Madden (281), B.S., *University of Illinois at Urbana-Campaign;* M.S., *University of Arizona*, Health Policy and Administration

Heather Ann McCreary (282), B.S., *Ursinus College*, Health Policy and Administration

Anita Nair (283), B.S., *The Pennsylvania State University*, Health Policy and Administration

Brian Francis Stodart (284), B.S. *The Pennsylvania State University*, Health Policy and Administration

Master of Management

Kathleen Angela Brazil (286), B.A., *Temple University;* B.A., *University of Northern Colorado*, Management

Master of Public Administration

Stephen Patrick Benjamin Brawley (289), B.A., *The Pennsylvania State University*, Public Administration

Robert Walter Carroll (291), B.B.A., *University of New Mexico*, Public Administration

John Thomas Fala (293), B.A., *Temple University*, Public Administration

Jerry Wayne Fuqua (295), B.A., *Moorhead State University*, Public Administration

Linda Paula Grant (296), B.S., *The Pennsylvania State University*, Public Administration

Doris Guanowsky (297), B.A., *The Pennsylvania State University*, Public Administration

Melissa Howe Hamilton (298), B.A., *Gettysburg College*, Public Administration

Kevin Robert Matsinger (299), B.S., *Philadelphia College of Textiles and Science*, Public Administration

Laurie Anne Moir (300), B.S., *The Pennsylvania State University*, Public Administration

Glenn Arthur Neff (301), B.S., *The Pennsylvania State University*, Public Administration

Kathleen M. Roman (303), B.A., *Allentown College of Saint Francis de Sales*, Public Administration

Robert Anthony Washington (304), B.S., *The Pennsylvania State University*, Public Administration

David Michael White (305), B.S., *The Pennsylvania State University*, Public Administration

Steven Alan Zoback (306), B.S., *The Pennsylvania State University*, Public Administration

Master of Science

Ali Riza Alaboyun (311), B.S., *Technical University of Istanbul*, Mineral Processing

Rebecca Dee Amick (312), B.A., *Purdue University* , Psychology

Mukesh Laxmidas Amlani (313), B.Eng, *Maharaja Sayajirao University of Baroda*, Electrical Engineering

Kristen Lee Anderson (314), B.S., *University of California, San Diego*, Chemical Engineering

Scott Michael Anderson (315), B.S., *Edinboro University of Pennsylvania*, Petroleum and Natural Gas Engineering

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Luann Kathryn Augaitis-Lape (321), B.A., *Glassboro State College*, Community Systems Planning & Development

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Michael Bezilla (324), B.S., *The Pennsylvania State University*, Petroleum and Natural Gas Engineering

Rayomand Rusi Bhumgara (325), B.S., M.S., *University of Bombay*, Environmental Pollution Control

Rita Faye Blough (329), B.S., *The Pennsylvania State University*, Agricultural Engineering

Craig Lee Brown (331), B.S., *Gannon University*, Electrical Engineering

Jane Rauch Brown (332), B.A., *University of California, Santa Cruz*, Human Development and Family Studies

Raymonde Ann Brown (333), B.S.N., *The Pennsylvania State University*, Nursing

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Susyn Grattan Catherine (336), B.S., *The Pennsylvania State University;* B.S., *Saint Francis College*, Nursing

Mark Paul Ceglio (338), B.A., *The Pennsylvania State University*, Communication Disorders

Srinath Chakravarthy (339), B.Tech., *Banaras Hindu University*, Business Administration

Hengde Chang (340), B.S., *National Cheng Kung University*, Computer Enginering

Joyanne Chestnut (343), B.S., *The Pennsylvania State University*, Health Education

Chao-Hsin Chi (344), B.S., *Tatung Institute of Technology*, Electrical Engineering

Jack Michael Chisholm (345), B.S., *The Pennsylvania State University*, Engineering Mechanics

Michael Hsiao-Ming Chu (346), B.S., *The Pennsylvania State University*, Electrical Engineering

Hae Seung Chung (348), B.S., *Seoul National University*, Mechanical Engineering

Craig Arendt Clapsaddle (349), B.S., *Millersville University of Pennsylvania*, Meteorology

Kent Harold Clark (350), B.S., *The Pennsylvania State University*, Mechanical Engineering

Jeff C. Conforti (352), B.S., *Duquesne University*, Anatomy

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Ann Kielkopf Deakin (367), B.S., *The Pennsylvania State University*, Geography

Mingqi Deng (368), B.S., *Nanjing Institute of Technology*, Computer Science

David Michael Diodato (372), B.S., *University of Delaware*, Geology

Joel Lynn Dobson (373), B.S., *Grove City College*, Physics

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Marc Christian Ericksen (378), B.A., *Dartmouth College*, Geology

Mansoor Eskandari (379), B.S., *The Pennsylvania State University*, Electrical Engineering

Eileen Felicity Fechner (380), B.A., *The Pennsylvania State University*, Psychology

Robert Emmett Filippi (385), B.S., *The Pennsylvania State University*, Mineral Economics

Charles Terrence Flanigan (386), B.S., *The Pennsylvania State University*, Mechanical Engineering

Karl Henry Fleischer (387), B.A., *Albright College*, Special Education

John Joseph Fox (388), B.S., *Carnegie-Mellon University*, Electrical Engineering

Reinhard Georg Rudol Freiherr von Hanxleden (389), Vor., *Christian-Albrechts Universität Zu Kiel* Computer Science

Bruce Howard Friedman (390), B.A., *Case Western Reserve University*, Psychology

Daniel Gregory Galeone (392), B.A., *La Salle University*, Ecology

Anne Patricia Gallagher (393), B.S.N., *Villanova University;* M.S.N., *Catholic University of America*, Community Systems Planning and Development

Amulya Kumar Garga (395), B.S., *University of Pittsburgh*, Electrical Engineering

Jennifer Faye Gerst (397), B.S., *East Stroudsburg University of Pennsylvania*, Communication Disorders

Ephraim Muchada Govere (398), B.S., *Oregon State University*, Agronomy

Kristen Amy Straub Gray (399), B.S., *The Pennsylvania State University*, Physiology

Warren Gordon Greczyn (400), B.S., *The Pennsylvania State University*, Engineering Mechanics

Michael Robert Gross (402), B.A., *Columbia University,* Geology

Anagha Avinash Gupte (403), B.A., *University of Bombay,* Chemical Engineering

Carol Lynn Haertling (405), B.S., *University of Illinois at Urbana-Champaign,* Solid State Science

Scott Arthur Harrison (410), B.S., *Delaware Valley College of Science and Agriculture,* Agronomy

Amy Rose Hartfield (411), B.S., *United States Air Force Academy,* Electrical Engineering

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Wei-Feng Hsu (418), B.S., *National Taiwan University,* Electrical Engineering

Willie Hsu (419), B.S., *National Chiao Tung University,* Computer Science

Yu-Hui Huang (420), B.A., *Soochow University,* Business Administration

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William Joseph Hutzel (422), B.S., *The Pennsylvania State University,* Agricultural Engineering

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Peter David Jarvis (430), B.S., *University of Washington,* Bioengineering

Brent Alan Johnson (433), B.S., *United States Military Academy,* Psychology

Marcus Edwin Jones (435), B.S., *Delaware Valley College of Science and Agriculture,* Plant Pathology

John Simkins Kain (436), B.S., *College of William and Mary,* Meteorology

Chi Ching Kao (437), B.S., *National Taiwan University,* Mechanical Engineering

Mark Kijowski (439), B.S., *The Pennsylvania State University,* Chemical Engineering

Choong Sik Kim (440), B.S., M.S., *Seoul National University,* Horticulture

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Paul Henry Lewis (458), B.A., *Ohio State University,* Meteorology

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Helen Hwei Ling Lin (460), B.A., *Boston University,* Anatomy

Jeng Chyan Muti Lin (461), B.S., *Tamkang University,* Mechanical Engineering

Yu-Hong Lin (462), B.S., *National Chung Hsing University,* Mechanical Engineering

Jiunn-Jye Lu (465), B.S., *National Tsing Hua University,* Mechanical Engineering

Li-Ling Ma (468), B.S., *National Taiwan University,* Computer Science

Maximilian Magliaro (469), B.S., *Cornell University,* Computer Science

Ann Kristine Mahnke-Scott (470), B.A., *Saint Olaf College,* Nutrition

Beverly Saxton Mahoney (471), B.S., *Johnson State College,* Health Education

Ginger Christine Markle (474), B.S., *The Pennsylvania State University,* Physiology

Laura Jeanice McCormack (475), B.A., *Flagler College,* Communication Disorders

Susan Eileen S. McDade (478), B.S., *Southwest State University,* Recreation and Parks

Robert Medred (480), B.S., *The Pennsylvania State University,* Meteorology

Jennifer Lynn Miller (483), B.S., *The Pennsylvania State University,* Engineering Mechanics

Monica Jeanne Millron (484), B.S., *The Pennsylvania State University,* Exercise and Sport Science

Donald Mark Mitchell (485), A.B., *San Diego State University,* Geography

John David Molnar (487), B.S., *The Pennsylvania State University,* Mechanical Engineering

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Raghav Varma Nandagopal (496), B.Comm., *University of Madras;* M.A., *Tata Institute for Social Science;* M.M.S., *Bombay University*, Business Administration

Michele Marie Nocera (499), B.S., *East Stroudsburg University of Pennsylvania;* Communication Disorders

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Tina Saxon Obut (502), B.S.P.E., *Marietta College*, Petroleum and Natural Gas Engineering

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Mark Anthony Rose (528), B.S., *University of Connecticut*, Horticulture

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Kardam Saxe-Coburg (533), B.A., *Clark University*, Agricultural Economics

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Paul John Schwab (536), B.S., *The Pennsylvania State University*, Electrical Engineering

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Shekhar Sinha (541), B.Sc., *Patna University*, Computer Science

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Allan Gunnar Sonsteby (545), B.S., *The Pennsylvania State University*, Electrical Engineering

Fotios George Sotiropoulos (546), Dipl., *National Technical University of Athens*, Aerospace Engineering

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Murali Srinivasan (548), B.Eng., *Bangalore University*, Mechanical Engineering

Richard Allen Steinke (549), B.S., *North Dakota State University of Agriculture and Applied Science*, Solid State Science

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Girish Subramaniam (551), B.Tech., *Indian Institute of Technology, Kharagpur*, Agricultural Engineering

Mehmet Sunar (552), B.S., *Technical University of Istanbul*, Mechanical Engineering

Susan Marie Swearer (555), B.A., *Swarthmore College*, Special Education

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Edgar Keith Tucker (564), B.S., *The Pennsylvania State University*, Mechanical Engineering

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Chien-Plog Wang (566), B.S., *National Taiwan Institute of Technology*, Computer Enginering

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Lola Ruth Weir (572), B.M., *Indiana University—Bloomington;* M.M., *University of Cincinnati*, Counselor Education

Jonathan Mitchell Weiss (573), B.S., *Lehigh University*, Aerospace Engineering

Mark David Whalen (576), B.S., *Virginia Polytechnic Institute and State University*, Mechanical Engineering

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Daniel Earl Willis (579), B.A., *Carnegie-Mellon University*, Architecture

Michael Kenton Wong (580), B.S., *University of Maryland at College Park*, Food Science

Changta Wu (581), B.S., *National Chiao Tung University*, Electrical Engineering

Yun Xu (582), B.S., *Fujian Normal University*, Polymer Science

Peiyuan Yan (583), B.S., *East China Institute of Textile Science*, Computer Science

Xiaohui Yang (584), B.A., M.A., *Tsinghua University*, Community Systems Planning and Development

Patrick Lamar Yoder (586), B.S., *The Pennsylvania State University*, Ceramic Science

Jeffrey Adam Yuhas (589), S.C.B., *Brown University*, Meteorology

Peng Zhang (592), B.S., *Zhongshan University;* M.S., *Vanderbilt University*, Computer Science

Penn State Erie
The Behrend College

Master of Business Administration

Mark Jospeh Causgrove, B.S., *The Pennsylvania State University*, Business Administration

Jeffrey Alyn Davis, B.A., *Mercyhurst College*, Business Administration

Timothy Alan Huber, B.S., *West Virginia Wesleyan College*, Business Administration

Charles Welch Iverson, B.S., *Indiana University of Pennsylvania*, Business Administration

Ruth Ellen Shoemaker, B.S.N., *University of Michigan;* M.S.N., *Washington University*, Business Administration

Almitra Soares, B.S., B.S., *Bombay University*, Business Administration

Edward Homer Wethli, B.A., *Clarion University of Pennsylvania*, Business Administration

Doctor of Education

Judith Jean Albert
B.S., *University of Nebraska—Lincoln*
M.S., *Purdue University (Lafayette)*
M.S., *University of Nebraska at Omaha*
Major: Higher Education
Thesis: Services for Students with Disabilities: Organization and Needs at The Pennsylvania State University (Supervised by Professor James S. Fairweather)

Patricia L. Best
B.S., *Bowling Green State University*
M.A., *Ohio State University*
Major: Counselor Education
Thesis: Factors Relating to General Employability Skills of High School Students as Measured by the Pennsylvania Educational Quality Assessment (Supervised by Professor Edwin L. Herr)

Maria Del Carmen Escobar
B.A., *University of San Francisco*
M.Ed., *The Pennsylvania State University*
Major: Counselor Education
Thesis: The Work Values and Occupational Preferences of Hispanics at Different Levels of Acculturation (Supervised by Professor Stanley B. Baker)

Janet A. Fuller
B.S., M.Ed., *Mansfield University of Pennsylvania*
Major: Educational Administration
Thesis: Elementary Teachers' Training, Perceptions of Conflict, Commitment, Goal Setting, and Building Type (Supervised by Professor William E. Caldwell)

Thomas Robert Kippeny
B.S., *California University of Pennsylvania*
M.Ed., *The Pennsylvania State University*
Major: Educational Administration
Thesis: The Importance of Humor and of Peers for School Superintendents (Supervised by Professor Donald J. Willower)

Michael Ray McGough
B.A., *University of Pittsburgh*
M.L.A., *Western Maryland College*
Major: Adult Education
Thesis: Study of the Application of Principles of Adult Education to Educational Staff Development during the Eras of Educational History Following the Launching of Sputnik and the Issuance of the "A Nation at Risk" Report (Supervised by Professor Peter S. Cookson)

Laura Annette Napier
B.A., M.Ed., *Northeastern Oklahoma State University*
Major: Educational Administration
Thesis: Female High School Principals' Perceptions of Work Interactions with Males (Supervised by Professor Donald J. Willower)

Cornel Derek Pewewardy
B.S., M.S., *Northeastern Oklahoma State University*
M.S., *New Mexico State University*
Major: Educational Administration
Thesis: A Study of Perceptions of American Indian High School Students Attending Public School (Supervised by Professor Donald J. Willower)

Celeste Burns Sexauer
B.S., M.Ed., *East Stroudsburg University of Pennsylvania*
Major: Higher Education
Thesis: Adults as Baccalaureate Students: Factors Related to Completion (Supervised by Professor William E. Toombs)

Felicia Wilkins Turner
B.S., *Penbroke State University*
M.Ed., *The Pennsylvania State University*
Major: Educational Administration
Thesis: An Analysis of the Effectiveness of Bureau of Indian Affairs and Tribally Controlled Elementary Schools in the Teaching of Reading and Mathematics (Supervised by Professor G. Mike Charleston)

Doctor of Philosophy

Aloysius A. A. Amin
B.S., *University of Sierra Leone*
M.A., *University of New Brunswick*
M.A., *Boston University*
M.A., *The Pennsylvania State University*
Major: Economics
Thesis: The Welfare Effects of Cameroon Agricultural Pricing Policies (Supervised by Professor Barry W. Ickes)

Anu Aneja
B.A., M.A., *The Pennsylvania State University*
Major: Comparative Literature
Thesis: Feminine Discourses of Love: Helene Cixous, Kamala Das, and Anita Desai (Supervised by Professor Christiane P. Makward)

Barbara Jean Arnold
B.S., M.S., *The Pennsylvania State University*
Major: Mineral Processing
Thesis: Flotation Rate and Residence Time Distribution in Continuous Coal Froth Flotation Circuits and an Evaluation of Reagents and Circuit Variations for Pyritic Sulfur Removal (Supervised by Professor Frank F. Aplan)

Arun Jagadish Chandra Ayyagari
B.Eng., *Bombay University*
M.S., *New Jersey Institute of Technology*
Major: Mechanical Engineering
Thesis: A Fiber-Optic-Based Protocol for Manufacturing System Networks (Supervised by Professor Asok Ray)

Poras Tehmurasp Balsara
B.Eng., *Bombay University*
M.S., *The Pennsylvania State University*
Major: Computer Science
Thesis: A Memory Array Architecture for Computer Vision (Supervised by Professor Mary Jane Irwin)

Charles William Bartges
B.S., M.S., *The Pennsylvania State University*
Major: Metals Science and Engineering
Thesis: An Investigation of the Structure of an Icosahedral Aluminum-Lithium-Copper Intermetallic Phase Using Modified Single Crystal X-Ray Diffraction Techniques (Supervised by Professor Earle R. Ryba)

Roy Stuart Baty
B.S., M.S., *University of Utah*
Major: Aerospace Engineering
Thesis: Reynolds Stress Closure in Jet Flows, Using Instability Wave Modeling (Supervised by Professor Philip J. Morris)

Cindy Cowman Bergeman
B.S., *University of Idaho*
M.S., *The Pennsylvania State University*
Major: Human Development and Family Studies
Thesis: Genetic and Environmental Etiologies of Social Support and Its Association with Emotional Well-Being (Supervised by Professor Robert Plomin)

Sean P. Blood
B.S., M.S., *The Pennsylvania State University*
Major: Electrical Engineering
Thesis: Probe Techniques and Investigations of Middle Atmospheric Turbulence and Ion Properties (Supervised by Professor John D. Mitchell)

Peter John Bohn
B.A., B.S., *The Pennsylvania State University*
M.S., *University of Georgia*
Major: Agronomy
Thesis: Investigations into the Effect of Phenolic Acids on Forage Digestibility (Supervised by Professor Steven L. Fales)

Dennis Franklin Brown
B.A., M.A., *Indiana University of Pennsylvania*
Major: Higher Education
Thesis: Assessing Undergraduate Program Quality from the Perspective of the Chief Academic Officer: A Classification by Institutional Type and by Academic Discipline (Supervised by Professor James S. Fairweather)

Cedric Xavier Bryant
B.S., *Rutgers University*
M.S., *The Pennsylvania State University*
Major: Physiology
Thesis: Evaluating Sympathetic Neural Activity in Young, Mild Hypertensives with Elevated Resting Plasma Renin Activity and Age-Matched Normotensives (Supervised by Professor James L. Hodgson)

William Henry Butler III
B.S., M.A., *The Pennsylvania State University*
Major: Agricultural Education
Thesis: Public Policy Decision-Making Behavior among Pennsylvania County Commissioners as It Affects Penn State Cooperative Extension (Supervised by Professor Edgar P. Yoder)

Migdalia Centeno
B.A., *Northeastern Illinois University*
Ed.M., *Boston University*
Major: Curriculum and Instruction
Thesis: Cultural Sensitivity in the Corporate World (Supervised by Professor Jane M. Madsen)

Youn Suk Chang
B.S., *Seoul National University*
M.S., *University of Iowa*
Major: Computer Enginering
Thesis: Routing Algorithm and Performance Analysis of Faulty Unique-Path Multistage Interconnection Network (Supervised by Professor Simin Pakzad)

Dennis William Cheek
B.A., *Towson State College*
M.A., *University of Maryland, Baltimore County*
Major: Curriculum and Instruction
Thesis: Thinking Constructively about Science, Technology, and Society Education (Supervised by Professor Paul E. Bell)

Woong Je Cho
B.Eng., *Seoul National University*
M.S., *The Pennsylvania State University*
Major: Agricultural Economics
Thesis: A Dynamic Multioutput Econometric Model for Assessing U.S.-Canada Free Trade (Supervised by Professor Milton C. Hallberg)

Jee-Lim Choi
B.S.,*Seoul National University*
M.S., *The Pennsylvania State University*
Major: Nutrition
Thesis: The Significance and Mechanisms of Dehydro-L-Ascorbic Acid Utilization in Human Placenta and Rat Colon (Supervised by Professor Richard C. Rose)

Seon A. Chun
B.S., *Sogang University*
Major: Mathematics
Thesis: On the Theory of Blocks with Modules (Supervised by Professor David A. Sibley)

Jane Mason Craig
B.S., *Virginia Polytechnic Institute and State University*
M.A., *Wake Forest University*
Major: Psychology
Thesis: The Role of Gender in the Perception and Use of Cues to Sexual Interest (Supervised by Professor R. Lance Shotland)

Sandra Maria Dingle
B.S., *University of South Carolina*
M.Ed., *College of Charleston*
Major: Vocational Industrial Education
Thesis: Implications and Legal Ramifications of AIDS/HIV in the Workplace: Organizational Policy Development (Supervised by Professor Beverly Richards)

Timothy Francis Dumm
B.S., M.S., *The Pennsylvania State University*
Major: Mineral Processing
Thesis: Characterization of Size/Composition and Shape of Fine Coal and Mineral Particles (Supervised by Professor Richard Hogg)

Sherry Ann DuPont
B.A., *Liberty University*
M.A., *Indiana University of Pennsylvania*
Major: Curriculum and Instruction
Thesis: The Effectiveness of Creative Drama as an Instructional Strategy to Enhance the Reading Comprehension Skills of Fifth-Grade Remedial Readers (Supervised by Professor Jane M. Madsen)

James B. Edson
B.S., *Dickinson College*
Major: Meteorology
Thesis: Lagrangian Model Simulation of the Turbulent Transport of Evaporating Jet Droplets (Supervised by Professor Christopher W. Fairall)

Scott Richard Eliason
B.A., *Lock Haven University of Pennsylvania*
M.A., *Indiana University of Pennsylvania*
Major: Sociology
Thesis: Young Adult Labor Force Careers in the U.S., 1979-1985: An Analysis of the Initial Stratification and Attainment Process (Supervised by Professor Clifford C. Clogg)

Ronald J. Erskine
B.S., D.V.M., *University of Illinois at Chicago Circle*
M.S., *The Pennsylvania State University*
Major: Veterinary Science
Thesis: Experimental Mastitis in Selenium-Supplemented and Selenium-Deficient Dairy Cows (Supervised by Professor Robert J. Eberhart)

Kathy Marie Evans
B.A., *Lincoln University*
M.Ed., *Teachers College, Columbia University*
Major: Counseling Psychology
Thesis: Factors Influencing the Career Aspirations of Black College Women: A Comparative Study (Supervised by Professor Edwin L. Herr)

Seyed Mohammad Fatemi-Badi
B.S., *Murray State University*
M.S., *Western Kentucky University*
Major: Fuel Science
Thesis: Pyrolysis of a Subbituminous Coal in a High-Pressure Entrained-Flow Reactor (Supervised by Professor Alan W. Scaroni)

Timothy Joseph Fogarty
B.A., M.B.A., *State University of New York at Buffalo*
M.A., M.A., *The University of North Carolina at Greensboro*
Major: Business Administration
Thesis: Audit Performance: An Empirical Synthesis of Three Theoretical Explanations (Supervised by Professor Mark W. Dirsmith)

Juan Alberto Garay
Dipl., *Universidad Nacional de Rosario*
Major: Computer Science
Thesis: Efficient Distributed Consensus (Supervised by Professor Piotr Berman)

Carol Gargan
B.A., *Marywood College*
M.F.A., *Goddard College*
Major: Art Education
Thesis: The Reincarnation of the Word (Supervised by Professor Kenneth R. Beittel)

Priscilla M. Garhart
B.A., *College of Wooster*
M.S., *The Brooklyn Center of Long Island University*
Major: Curriculum and Instruction
Thesis: The Effectiveness of Training Strategies on Comprehension Monitoring Estimates during Computer-Based Instruction (Supervised by Professor Michael J. Hannafin)

Robert Peter Garrity
B.Com., *Rider College*
M.Ed., *University of Pittsburgh*
Major: Vocational Education
Thesis: A Comparative Analysis of Academic, General, and Vocational Education Graduates in Rural Northwest Pennsylvania (Supervised by Professor Frederick G. Welch)

Ronald Gelaro
B.S., M.S., *The Pennsylvania State University*
Major: Meteorology
Thesis: The Structure and Dynamics of Tropical-Midlatitude Interactions (Supervised by Professor Hampton N. Shirer)

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Richard Joseph Gonzalez
B.S., *Kansas State University*
Major: Biology
Thesis: Does Water pH Control the Relative Competitive Abilities of Two Sibling Species of Sunfish? (Supervised by Professor William A. Dunson)

Jeffrey Huntington Gove
B.S., M.S., *University of New Hampshire*
Major: Forest Resources
Thesis: A Stochastic Optimization Model for Uneven-Aged Northern Hardwood Stands (Supervised by Professor Stephen E. Fairweather)

John Hallam Grabber
B.S., M.S., *University of Connecticut*
Major: Agronomy
Thesis: Chemical Composition and Digestion Kinetics of Parenchyma and Sclerenchyma Cell Walls Isolated from Orchardgrass and Switchgrass (Supervised by Professor Gerald A. Jung)

Theodore Louis Gragson
B.A., *University of Montana*
M.A., *The Pennsylvania State University*
Major: Anthropology
Thesis: Allocation of Time to Subsistence and Settlement in a Ciri Khonome Pume Village of the Llanos of Apure, Venezuela (Supervised by Professor Stephen J. Beckerman)

John Michael Grego
B.S., *College of Charleston*
M.A., *The Pennsylvania State University*
Major: Statistics
Thesis: Some Extensions of the Random Effects Rasch Model (Supervised by Professor Clifford C. Clogg)

Young-Myong Han
B.S., *Seoul National University*
M.S., *Korea Advanced Institute of Sciences*
Major: Engineering Science and Mechanics
Thesis: Ply Cracking in Composite Laminates (Supervised by Professor H. Thomas Hahn)

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B.Eng., *Cairo University*
M.S., *The Pennsylvania State University*
Major: Civil Engineering
Thesis: An Interactive Formwork Selection System for Buildings (Supervised by Professor Victor Sanvido)

Kathleen McDermott Hannafin
B.A., *Duquesne University*
M.S., *Fort Hays State University*
Major: Curriculum and Instruction
Thesis: An Analysis of the Scholarly Production of Educational Technology Faculty (Supervised by Professors Harold E. Mitzel and Kyle L. Peck)

Carsten Bo Hansen
Dipl., *University of Aarhus*
Major: Mathematics
Thesis: The Jacobson Radical of Certain Group Rings (Supervised by Professor David A. Sibley)

Ajchara Harnchoowong
B.S., M.S., *Chulalongkorn University*
M.A., *University of Wisconsin—Madison*
Major: Mathematics
Thesis: On the ℓ-Sylow Subgroups of the Ideal Class Groups Modulo ℓ (Supervised by Professor Wen-Ching W. Li)

Lynn C. Hartle
B.Ph., *Grand Valley State College*
M.A., *Tennessee Technological University*
Major: Curriculum and Instruction
Thesis: Preschool Children's Play Behaviors Associated with Housekeeping Equipment and Blocks in an Outdoor Environment (Supervised by Professor Elizabeth Blue Swadener)

Luke David Hinkle
B.S., *Elmhurst College*
Major: Physics
Thesis: Brownian Motion in a Low-Pressure Gas: The Behavior of Particles Levitated in Vacuum (Supervised by Professor Bruce R. F. Kendall)

Paul Arthur Hirschberg
B.S., *University of Vermont*
Major: Meteorology
Thesis: Tropopause Undulations and the Development of Extratropical Cyclones (Supervised by Professor T. Michael Fritsch)

Seung Ho Hong
B.Eng., *Yonsei University*
M.S., *Texas Tech University*
Major: Mechanical Engineering
Thesis: Performance Analysis of Token Bus Protocols for Integrated Control System Networks (Supervised by Professor Asok Ray)

Mark William Horn
B.S., M.S., *The Pennsylvania State University*
Major: Engineering Science and Mechanics
Thesis: Influence of Hydrogen Injected during Dry Processing on Silicon Material and Device Properties (Supervised by Professor Stephen J. Fonash)

Jiangbin Hu
B.S., *Zhongshan University*
Major: Polymer Science
Thesis: Amorphous Polyurethane-Polyether Blends and Polyisophthalamide-Polyether Blends (Supervised by Professor Michael M. Coleman)

Gukhyung Ihm
B.S., M.S., *Seoul National University*
Major: Physics
Thesis: Physical Interactions and Physical Adsorption (Supervised by Professor Milton W. Cole)

Edward Paul Jaeger
B.A., *Virginia Polytechnic Institute and State University*
Major: Chemistry
Thesis: Computer-Aided Investigations of Chemical Structure-Biological Activity Relationships (Supervised by Professor Peter C. Jurs)

Stanley Robert Jones
B.S., *Colorado State University*
M.S., *Texas Tech University*
Major: Entomology
Thesis: Morphology and Evolution of the Aculei of True Fruit Flies (Diptera: Tephritidae) and Their Relationship to Host Anatomy (Supervised by Professor Ke Chung Kim)

Eui Seung Jung
B.S., M.S., *Seoul National University*
Major: Industrial Engineering
Thesis: Development of an Expert System for Ergonomic Workplace Design and Evaluation (Supervised by Professor Andris Freivalds)

Lawrence Packard Kalbers
B.A., *Wittenberg University*
M.S., *Kent State University*
Major: Business Administration
Thesis: The Audit Committee: A Power Nexus for Financial Reporting and Corporate Accountability (Supervised by Professor Mark W. Dirsmith)

Chi-Kuan Kao
B.S., *National Tsing Hua University*
M.S., *The Pennsylvania State University*
Major: Mechanical Engineering
Thesis: Robust Control of Vibration in Flexible Structures (Supervised by Professor Alok Sinha)

Hye Young Kim
B.S., *Ewha Women's University*
M.S., *University of Washington*
Major: Physics
Thesis: Dispersion Interactions between Atoms and Molecules at Surfaces and in Clusters (Supervised by Professor Milton W. Cole)

Minkoo Kim
B.S., *Seoul National University*
M.S., *Korea Advanced Institute of Sciences*
Major: Computer Science
Thesis: The Semantics of Multicontext Interaction: An Approach to Reasoning with Defaults (Supervised by Professor Anthony S. Maida)

Elizabeth A. Kincade
B.A., *Keene State College*
M.A., *Bowling Green State University*
Major: Counseling Psychology
Thesis: Specific Factors Contributing to Gender Bias in Psychotherapy: An Investigation of Counselors' Clinical Judgments and Initial Conceptualizations of Women Who Have Had Abortions (Supervised by Professor Elaine Johnson)

Karl Warren Kleiner
B.S., *Antioch College*
M.F.S., *Yale University*
Major: Entomology
Thesis: Sources of Variation in Oak Leaf Quality as Food for the Gypsy Moth: Implications for Forest Stand Susceptibility (Supervised by Professor Jack C. Schultz)

Luethel M. Kormanski
B.S., *Lock Haven University of Pennsylvania*
M.Ed., *The Pennsylvania State University*
Major: Curriculum and Instruction
Thesis: A Qualitative Study Examining the Effect That an Approved Induction Year Program Has on the Professional Behavior and Commitment of a Novice Teacher (Supervised by Professor Mary M. Dupuis)

Mary Ruth Laycock
B.E.Ed., M.Ed., *The Pennsylvania State University*
Major: Educational Theory and Policy
Thesis: The Preparation of Teachers: A Review and Analysis of Radical Criticism (Supervised by Professor John Hardin Best)

Ching Hwa Lee
B.S., *National Cheng Kung University*
M.S., *University of Alaska, Fairbanks*
Major: Mineral Processing
Thesis: Modeling of Batch Hindered Settling (Supervised by Professor Peter T. Luckie)

Hee Jung Lee
B.S., *Ewha Women's University*
Major: Mathematics
Thesis: Maximal Orders in Nonassociative Quaternion Algebras (Supervised by Professor William C. Waterhouse)

Sungwon Lee
B.A., *Sogang University*
M.A., *The Pennsylvania State University*
Major: Economics
Thesis: An Econometric Analysis of Localized Brand Rivalry in the U.S. Cigarette Industry (Supervised by Professor Mark J. Roberts)

Yih Hwang Lin
Dipl., *National Kaohsiung Teacher's College*
M.S., *South Dakota School of Mines and Technololy*
M.Eng., *The Pennsylvania State University*
Major: Mechanical Engineering
Thesis: Dynamic Analysis of Beam Structures Subjected to Moving Dynamic Loads Using the Finite Element Method (Supervised by Professor Martin W. Trethewey)

Leo Yu Hsiang Liu
B.S., M.S., *National Chiaotung University*
Major: Computer Science
Thesis: Paradigms for the Specification, Design, and Verification of Real-Time Distributed Systems (Supervised by Professor Rudrapatna K. Shyamasundar)

Rogelio Luck
B.S., *Texas Tech University*
M.S., *The Pennsylvania State University*
Major: Mechanical Engineering
Thesis: Observability and Delay Compensation of Integrated Communication and Control Systems (Supervised by Professor Asok Ray)

Katherine Pensyl Madden
A.B., *Colby College*
M.A., *University of Pennsylvania*
Major: Speech Communication
Thesis: "To Be Nobody Else. . ." An Analysis of Inuit Broadcasting Attempts to Produce Culturally Sensitive Video Programming to Help Preserve Inuit Culture, 1983-1985 (Supervised by Professor Richard L. Barton)

Robert Martin Makus
B.A., *University of Washington*
Major: Special Graduate Program
Thesis: A Philosophical Hermeneutic of History as Genre in Medieval and Renaissance Literature (Supervised by Professor Joseph J. Kockelmans)

Wayne Joseph McMullen
B.A., *Temple University*
M.A., *Auburn University*
Major: Speech Communication
Thesis: A Rhetorical Analysis of Peter Weir's "Witness" (Supervised by Professor Thomas W. Benson)

Linda Sager McNemar
B.S., *West Virginia University*
Major: Chemistry
Thesis: Probes of the Structure and Function of Glutamine Synthetase (Supervised by Professor Joseph J. Villafranca)

Ali Mohammad Memari
B.S., *University of Houston*
M.Eng., *University of California, Berkeley*
Major: Civil Engineering
Thesis: Cost Optimal Design of Multispan Steel Plate Girder Highway Bridges (Supervised by Professor Harry H. West)

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B.A., *Michigan State University*
M.S., M.S., *American Technical University*
Major: Industrial Engineering
Thesis: Automatic Generation of Control Software in Computer-Integrated Manufacturing (Supervised by Professors Richard A. Wysk and Sanjay B. Joshi)

Omar Mohamed Metwally
B.S., M.S., *Monoufia University*
Major: Mechanical Engineering
Thesis: The Interaction of a Supersonic Streamwise Vortex and a Normal Shock Wave (Supervised by Professor Gary S. Settles)

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Lic., M.S., *University of Yaounde*
M.S., *The Pennsylvania State University*
Major: Petroleum and Natural Gas Engineering
Thesis: A Multiphase Implicit Numerical Model Applied to the Closed Chamber Test (Supervised by Professor Abraham S. Grader)

Aaron Mishara
B.A., *Vassar College*
M.A., *Duquesne University*
Major: Philosophy
Thesis: Phenomenology and the Unconscious—The Problem of the Unconscious in the Phenomenological and Existential Traditions: E. Husserl, V. von Weizsaecker and L. Binswanger (Supervised by Professor Thomas M. Seebohm)

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B.S., *Clarion University of Pennsylvania*
M.A., *University of Iowa*
Major: Communication Disorders
Thesis: A Spectrogram-Based Model for Automatic Coarse Transcription of Speech Sounds (Supervised by Professor Frederick F. Weiner)

James Thomas Mitchell
B.S., *Clarion University of Pennsylvania*
M.Ed., *The Pennsylvania State University*
Major: Educational Administration
Thesis: In Search of Organizational Culture: A Case Study of an Excellent High School (Supervised by Professor Donald J. Willower)

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B.A., *Case Western Reserve University*
M.A., *Indiana University—Bloomington*
Major: Speech Communication
Thesis: From a Seat in Our House to a Seat in the House: Televised Communication in a Congressional Campaign (Supervised by Professor Thomas W. Benson)

Joshua Dumadaug Naranjo
B.S., M.S., *University of the Philippines*
Major: Statistics
Thesis: Bounded-Influence Regression: A Modified Wilcoxon Procedure (Supervised by Professor Thomas P. Hettmansperger)

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B.Eng., *Nagpur University*
M.M.E., *Mississippi State University*
Major: Mechanical Engineering
Thesis: An Integrated System for Intelligent Seam Tracking in Robotic Welding (Supervised by Professor Asok Ray)

Jon Michael Nese
B.S., M.S., *The Pennsylvania State University*
Major: Meteorology
Thesis: Predictability of Weather and Climate in a Coupled Ocean-Atmosphere Model: A Dynamical Systems Approach (Supervised by Professor John A. Dutton)

David Lee Nicholls
B.S., *Oregon State University*
M.S., *University of Minnesota—Twin Cities*
Major: Forest Resources
Thesis: The Effects of Mild Chemical Modifications of Red Oak Flakes on the Properties of Red Oak Flakeboard (Supervised by Professor Paul R. Blankenhorn)

Craig William Nies
B.S., M.S., *The Pennsylvania State University*
Major: Ceramic Science
Thesis: Compatibility Studies of Zinc Oxide Varistor Materials with Integrated Ceramic Packaging Technology (Supervised by Professor Robert E. Newnham)

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B.S., M.Ed., *University of Florida*
Major: Vocational Industrial Education
Thesis: Labor Supply of Young GED Credential Recipients (Supervised by Professor David L. Passmore)

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B.S., *Michigan State University*
M.A., *University of Colorado*
Major: Plant Pathology
Thesis: The Distribution, Toxigenicity, and Evaluation of *Fusarium* Species on Millet and Sorghum Seed from Nigeria, Lesotho, and Zimbabwe (Supervised by Professor Paul E. Nelson)

Bradley Mark Palmer
B.S., B.S., M.S., *The Pennsylvania State University*
Major: Bioengineering
Thesis: Development and Use of an X-Ray-Induced Fluorescence System Designed to Measure Regional Myocardial Perfusion (Supervised by Professor Joseph J. McInerney)

Woonjean Park
B.S., *Seoul National University*
M.S., *The Pennsylvania State University*
Major: Mechanical Engineering
Thesis: An Experimental Investigation of the Turbulent Structure in Two-Dimensional Momentumless Wakes (Supervised by Professor John M. Cimbala)

Jonathan Edward Pearce-Bryant
B.S., *University of Reading*
M.S., *Cranfield Institute of Technology*
Major: Entomology
Thesis: An Evaluation of the Aerial Application of *Bacillus thuringiensis* in Hardwood Forestry: Deposition Characteristics and Factors Affecting Efficacy (Supervised by Professor William G. Yendol)

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Jacob Peter Poorte
B.S., M.S., *State University Groningen*
Major: Forest Resources
Thesis: Topographic Shape Description of Digital Elevation Models with Differential Geometry: An Application to Forest Site Evaluation in the Ridge and Valley Region of Central Pennsylvania (Supervised by Professor Wayne L. Myers)

Shivakumar Raman
B.Eng., *Shivaji University*
M.S., *University of Texas at Arlington*
Major: Industrial Engineering
Thesis: Coupled Sensing for Tool Wear Modelling (Supervised by Professor Paul H. Cohen)

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M.A., M.A., *University of Dallas*
Major: Philosophy
Thesis: Towards the City of Man: A Philosophical Reaffirmation of Human Nature for the Post-Theological Age (Supervised by Professor Stanley H. Rosen)

Bibi Saskineh Rastegary
B.A., *Farah Pahlavi University*
M.Ps.Sc., *The Pennsylvania State University*
Major: Psychology
Thesis: Adoption of Microcomputers among Faculty Members of The Pennsylvania State University (Supervised by Professor R. Lance Shotland)

James Preston Rogers III
B.S., *East Carolina University*
Major: Physics
Thesis: A Systematic Study of Electronic Properties and Quantum Size Effects in Metallic Nanometer Structures (Supervised by Professor Paul H. Cutler)

Kreig Douglas Roof
B.A., *University of Delaware*
M.S., *The Pennsylvania State University*
Major: School Psychology
Thesis: Effectiveness of Special Class Placement in Altering Negative Social Behaviors among Socially/Emotionally Disturbed Children and Adolescents (Supervised by Professor Henry T. Clark III)

Stephen Joseph Ruffini
B.A., *West Chester University of Pennsylvania*
M.S., *The Pennsylvania State University*
Major: Educational Administration
Thesis: A Multimethodological Assessment of Chapter 1 Elementary School Programs in Pennsylvania: *Post-Aguilar vs. Felton* (Supervised by Professor Patrick D. Lynch)

Steve Richard Sanders
B.S., *United States Military Academy*
M.S., *Auburn University*
Major: Civil Engineering
Thesis: An Analysis of Factors Affecting Labor Productivity in Masonry Construction (Supervised by Professor H. Randolph Thomas)

M. Barbara Sartori
B.A., *College Misericordia*
M.Ed., *The Pennsylvania State University*
Major: Educational Administration
Thesis: Allocation and Distribution of Resources in High Schools (Supervised by Professor William T. Hartman)

Martin Adrianus Arnoldus Schoonen
B.S., *State University of Utrecht*
Major: Geochemistry and Mineralogy
Thesis: Mechanisms of Pyrite and Marcasite Formation from Solutions between 25 and 300 degrees Celsius (Supervised by Professor Hubert L. Barnes)

Ben Alan Shaavitz
B.S., *Purdue University*
Major: Physics
Thesis: Mossbauer and Susceptibility Study of Synthetic High-Spin Ferrous Heme Protein Analogues (Supervised by Professor L. George Lang)

Lynette Brantley Shaffer
B.A., *Messiah College*
M.Ed., M.Ed., *Shippensburg University of Pennsylvania*
Major: Educational Administration
Thesis: Servicing the Health Needs of Student Populations: A Study of the Voluntary Adoption of an Externally Generated Technical Innovation (Supervised by Professor G. Mike Charleston)

Jiunn-Haur Shaw
B.S., *National Taiwan University*
M.S., *The Pennsylvania State University*
Major: Mechanical Engineering
Thesis: Acoustic Radiation from Two-Dimensional Turbulent Mixing Layers (Supervised by Professor Vigor Yang)

Paul Albert Shoemaker
B.S., *Bloomsburg University of Pennsylvania*
M.B.A., *Marywood College*
Major: Business Administration
Thesis: The Significance of the Investment Tax Credit in Investment Decisions: An Empirical and International Analysis (Supervised by Professor Asok Ray)

Dong Youn Sohn
B.S., *Hanyang University*
M.S., *Seoul National University*
Major: Mechanical Engineering
Thesis: A Numerical Study of Turbulent Natural Convection in a Vertical Parallel-Plate Channel with Symmetric and Asymmetric Heating (Supervised by Professor Fan-Bill Cheung)

Scott David Sommerfeldt
B.Mus., M.S., *Brigham Young University*
Major: Acoustics
Thesis: Adaptive Vibration Control of Vibration Isolation Mounts, Using an LMS-Based Control Algorithm (Supervised by Professor Jiri Tichy)

Renneth J. Sorhaindo
B.A., *Iona College*
M.A., *Hunter College of the City University of New York*
M.S., *Herbert H. Lehman College/City University of New York*
Major: Counselor Education
Thesis: The Effect of Career Education on the Career Maturity, Self-Concept, and Locus of Control of College Freshmen from Low Socioeconomic Backgrounds (Supervised by Professor Donald B. Keat II)

Hilmar Armin Stecher III
B.S., *University of Delaware*
M.S., *Northwestern University*
Major: Chemistry
Thesis: Synthesis, Properties, and Characterization of Some Monomeric Cerium Alkoxides and Aryloxides (Supervised by Professor Ayusman Sen)

Clare Margaret Stocker
B.A., *Hampshire College*
M.S., *Cornell University*
Major: Human Development and Family Studies
Thesis: Sibling Relationships in Childhood: Links with Friendships and Peer Relationships (Supervised by Professor Judith F. Dunn)

Ann Deborah Summerall
B.A., *Temple University*
M.A., *The Pennsylvania State University*
Major: Speech Communication
Thesis: Raters' Identifications of the Vocal Characteristics of Designated and Emergent Leaders in the Small Group Problem-Solving Setting (Supervised by Professor Gerald M. Phillips)

Robert William Switzer
B.A., M.A., *University of Toronto*
Major: Philosophy
Thesis: Focusing: The Groundwork of Affectivity (Supervised by Professor Alphonso Lingis)

Daneshmund K. Tafti
B.Eng., *Bombay University*
M.S., *Texas Tech University*
Major: Mechanical Engineering
Thesis: Prediction of Heat Transfer Characteristics for Discrete Hole Film Cooling on Flat Plate and Turbine Blades (Supervised by Professor Savash Yavuzkurt)

Jenn-Hwan Tarng
B.S., *National Tsing Hua University*
M.S., *The Pennsylvania State University*
Major: Electrical Engineering
Thesis: Theories of Wave Propagation in Random Media and Their Applications (Supervised by Professor Chih-Chung Yang)

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B.A., *University of South Florida*
M.B.A., *Miami University*
M.A., *The Pennsylvania State University*
Major: Economics
Thesis: Collective Rationality, the Power Structure, and Manipulation: Essays in Social Choice Theory (Supervised by Professor Taradas Bandyopadhyay)

Judith E. Voelkl
B.S., *Illinois State University*
M.S., *Indiana University—Bloomington*
Major: Recreation and Parks
Thesis: The Daily Experiences of Older Adults Residing in Institutional Environments (Supervised by Professor Richard C. Birkel)

Shirley S. Wang
B.S., *National Taiwan University*
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Major: Genetics
Thesis: Isolation and Characterization of a Yeast Gene Involved in Pre-tRNA Splicing (Supervised by Professor Anita K. Hopper)

Sandra Brubaker Ward
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Major: School Psychology
Thesis: Classification Congruence Among School Psychologists and Its Relationship to Their Professional Experience and Type of Referral Question (Supervised by Professor Henry T. Clark III)

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M.S., *The Pennsylvania State University*
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Thesis: An Investigation of the Generation and Radiation of Aerodynamic Noise in Real Piping Systems (Supervised by Professor Gary Koopmann)

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Major: Speech Communication
Thesis: An Application of the Wyatt and Phillips Communication Audit in an Academic Health Center (Supervised by Professor Nancy J. Wyatt)

Holly Lyn Wilson
B.A., *Vanderbilt University*
M.A., *The Pennsylvania State University*
Major: Philosophy
Thesis: Kant's Pragmatic Anthropology and Its Relationship to Critical Philosophy (Supervised by Professor Thomas M. Seebohm)

U Win
B.A., M.A., *University of Rangoon*
Major: Geography
Thesis: Irrigation Management Compatibility Analysis (Supervised by Professor C. Gregory Knight)

Barbara Anne Woodruff
B.S., M.Ed., *The Pennsylvania State University*
Major: Rural Sociology
Thesis: Social Control of Drinking and Driving: The Effectiveness of Pennsylvania Act 289-1982 (Supervised by Professor Kenneth P. Wilkinson)

Peiyuan Yan
B.S., *East China Institute of Textile Science*
Major: Mathematics
Thesis: Lower Bound Techniques in Some Parallel Models of Computation (Supervised by Professor Ian Parberry)

Neng-Shu Yang
B.S., *National Taiwan University*
M.S., *Michigan State University*
Major: Industrial Engineering
Thesis: Resolution of System Deadlock in Real Time Control of Flexible Manufacturing Systems (Supervised by Professor Richard A. Wysk)

Dennis Lee Youchison
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Major: Nuclear Engineering
Thesis: Sputtering Properties of the Redeposited Surface in Fusion Impurity Control (Supervised by Professors Anthony J. Baratta and Robert T. McGrath)

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Alumni Association

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The education you have received here continues to be one of the best in the country. We want to make it better, and you can help. One way is to swell Penn State's fame through your activities and accomplishments. Another is to recruit talented students to follow in your footsteps here. Still another is to participate financially through your gifts, no matter how small.

You can also help by volunteering your time and talents to your college or Commonwealth Campus. Perhaps you would like to share your knowledge and experiences with students and faculty through such on-campus programs as Career Days and professional seminars. You may wish to run for election to your Alumni Society Board of Directors, the Alumni Council or the Board of Trustees. You might want to join or start a Penn State Club -- we have more than 180 of them throughout the world. But whatever you do, stay involved with Penn State and keep in touch with us.

Best wishes to you, your family and others who have helped you arrive here today. Welcome now to the family of alumni working together to make our University Number One in all ways.

Sincerely,

Cynthia A. Baldwin

Cynthia Ackron Baldwin '66, '74g
President
Penn State Alumni Association

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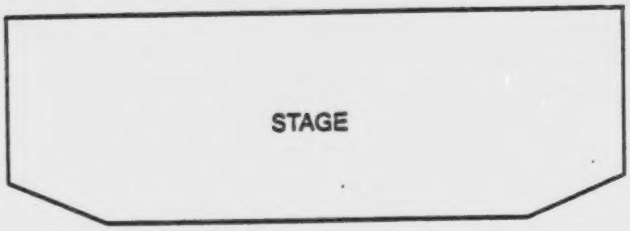

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PH.D. CANDIDATES AND ADVISERS

MASTER'S DEGREE CANDIDATES

FACULTY/SPECIAL GUESTS

FAMILIES/GUESTS

Appendix E

Field Experience Component

RCLED 595B Field Experience Schedule

		Seminar Topics	Due at Seminar	Classroom Activities	Parental Component
Week 1	Orientation (on campus)	Overview of Experience Classroom Expectations Parental Component Reflective Teaching		Examine measures Research: D + P	(EEC) Research: Needs Assessment
	Community Orientation Seminar	Highlights of First Week Student Evaluation Form	Notebook Getting to Know Your School & Community *Research		
Week 2	Field Practicum	Diagnostic Prespriptive Approaches	Anticipated schedules; actual schedules; Journal entries	Observe Learn student's names Discuss D + P with Co-op Plan instructional activities with Co-op	Plan
Week 3	Field Practicum	Parent Training/Interviewing Techniques	Schedules, entries *Tape analysis *Needs Assessment & *Parent Training Plan	Plan D + P Tape Lesson Diagnostic Plan D + P	Plan Parents' Orientation & Needs Assessment Implement Parent Training
Week 4	Field Practicum	Reflective Teaching	*Prescriptive Blueprint Schedules, entries *Parental Workshops *Observation	D + P Share D + P with Co-op Implement D + P	Implement Observation

	Seminar Topics	Due at Seminar	Classroom Activities	Parental Component
Week 5	Submit Notebooks Evaluation Seminar Culminating Activities Conferencing with Supervisors	*D + P Project *Parental Workshops *Self Evaluation Completed Notebooks		

Final Conferences

A final individual student-supervisor conference will be held on campus. Supervisors will schedule conferences in advance with each student. All conferences will be held after the 595B Experience.

RCLED 595B

Advanced Practicum in Bilingual Education

Student's Packet

THE PENNSYLVANIA STATE UNIVERSITY
College of Education

The College of Education, The Pennsylvania State University, works with approximately seventy-five (75) different school districts each year in connection with the cooperative student teaching program. In each instance, we are able to place student teachers in a particular district because that district has invited us to place student teachers and has agreed to work cooperatively with us in the student teaching segment of a teacher education program.

Student teachers, University supervisors, and other personnel from The Pennsylvania State University, who visit a school district during the time when student teachers are there, are in the schools as guests of the school district.

Each school district with which The Pennsylvania State University has a working relationship has regulations, procedures, instructional practices, and professional expectancies of teachers and student teachers working in that district.

A student teacher requesting and accepting an assignment in a school district should understand that he/she is in that district as a guest of the district. Further, the acceptance of a student teaching assignment indicates an understanding of this guest/host relationship and an understanding that student teachers are expected to abide by the regulations, procedures, instructional practices, and professional and personal expectancies of the particular district in which he/she has accepted an assignment.

- -

As a student teacher, I understand and agree to the governing principles outlined above. Further, I understand that if my personal or professional behavior or my ability to work as an effective student teacher in the learning environment is not compatible with the expectancies of the district in which I am located, I may be asked to leave by either the University or the host school district.

Date:____________________ Signature:________________________________

RCLED 595B: ADVANCED FIELD PRACTICUM IN BILINGUAL EDUCATION

Objectives

The RCLED 595B advanced practicum experience affords Master's students in bilingual education the opportunity to observe and work alongside inservice teachers and to become familiar with parent and community concerns. A primary purpose of the practicum is to enable students to apply their understanding to classroom settings aimed at meeting the needs of language minority students. A second purpose is to plan and implement a diagnostic-prescriptive sequence. A third purpose is to conduct a parental needs assessment and to implement six Parent Training Workshops.

In the classroom setting, students will need to observe classroom activities and individual students. The practicum participants and cooperating teachers will work together to plan activities. A tape analysis of the student teaching a small group of students, a diagnostic-prescriptive sequence, and a parent training component are the expected graded assignments.

Assignments

I. The student will develop a self tape analysis lesson with a small group of students.

  A. By writing a detailed instructional plan for the teaching episode that includes:

    1. Objectives
    2. Content outline
    3. Procedures
    4. Evaluation

  B. By identifying clear and specific learning objectives for the lesson.

  C. By constructing and using questions which elicit learner responses that are appropriate to the lesson objectives.

  D. By using a variety of teaching strategies and learning activities which are appropriate to the learning objectives for the lesson and characteristic to the learner(s).

II. The student will develop a diagnostic-prescriptive sequence based on classroom observations of a student.

  A. The student will identify and discuss the problem based on classroom observation notes.

  B. The student will apply his/her knowledge of bilingual theory and methods to plan a teaching strategy that would focus on the problem.

III. The student will conduct a parental needs assessment with two parents and develop six parental workshops aimed at emphasizing desirable parental teaching behaviors.

A. Conduct a needs assessment.

B. Develop six training workshops.

C. Provide instruction and information in an individualized educational plan format.

D. Assess the effectiveness of your training workshops.

IV. Write Journal Entries of your experiences.

V. Participate in Reflective Teaching.

VI. Submit anticipated, actual schedules, and 595B notebook.

VII. Conduct a Self Evaluation.

RCLED 595B EVALUATION PROCEDURES

The University Senate has established the Following grading system:

A	(Excellent) Indicates exceptional achievement
B	(Good) Indicates extensive achievement
C	(Satisfactory) Indicates acceptable achievement
D	(Poor) Indicates only minimal achievement
E	(Failure) Indicates inadequate achievement necessitating a repetition of the course in order to secure credit

The field experience programs are University courses and grades are determined by University personnel.

GOALS AND OBJECTIVES FOR STUDENT TEACHING

Performance Goals

Teacher education programs that prepare professional personnel who will be recommended for certificates issued by the Pennsylvania Department of Education (PDE) must be approved by the PDE. Program approval is granted for each certification program offered by an institution of higher education when the programs satisfy the General Standards and the Specific Standards adopted by the PDE (1977). The standards, as one would expect, are reflected in the various teacher education programs offered by The Pennsylvania State University.

There are two General Standards that relate directly to the student teaching program at The Pennsylvania State University. Standard VIII addresses the competencies each certification candidate must demonstrate and Standard IX addresses field and clinical experiences (PDE, 1977).

Standard VIII states:

> Each certification candidate shall demonstrate the ability to:
>
> a. apply theory and research concerning the development, behavior and learning of children including those with exceptional characteristics and/or special needs.
>
> b. prepare, select and use materials and media; modify commercial materials; and produce original materials.
>
> c. use appropriate methods to carry out his/her role.
>
> d. prepare, select and use evaluation procedures.
>
> e. apply knowledge, techniques and skills of describing and analyzing professional, institutional and political situations in order to make educational decisions.
>
> f. assess and improve reading, writing and speaking skills and/or make appropriate referrals.
>
> g. promote better understandings and interrelationships among individuals and groups, or different races, sexes, religious beliefs, national origins and socio-economic backgrounds.
>
> h. make the student aware of the world of work, its opportunities, and to assist students in making the transition from the school to the community. (pp. 6-7)

Standard IX is written as:

> The institution shall provide no later than the sophomore year, continuing field and clinical experiences appropriate to developing, assessing and presenting a sustained demonstration of role competencies including an experience which closely approximates full-time employment consistent with the area of certification. (p. 7)

The Penn State student teaching program has, with the assistance of cooperating teachers, developed a set of general performance objectives for the student teaching experience. The performance areas targeted in the Penn State student teaching program reflect suggestions made by practicing teachers, researchers, and supervisors who are concerned about teacher education.

The general performance objectives that follow have been adopted as minimal expectations of performance for entry of a Penn State student into the teaching profession.

Student Teaching General Performance Objectives

A function of student teaching is to provide opportunities, under guidance, for the student to develop and evaluate his/her performance in the following major areas of teacher activity. Specifically, the student teacher will:

I. Planning

  A. develop written plans for daily, weekly, and long-range learning activities that contain a general goal or theme, specific objectives, materials and resources, strategies based on learning theory, and evaluation of lesson effectiveness.

  B. use resource materials and student records to develop lesson plans.

  C. develop plans that contain objectives in the cognitive, affective, and psychomotor domains.

  D. show knowledge of the content area by using suitable examples based on accurate references.

  E. develop a unit, long-range learning activity and/or learning packet for implementation in student teaching.

II. Methods, Strategies, Techniques

  A. systematically and objectively observe and identify methods, strategies, and techniques of instruction used by cooperating teachers and other teachers.

  B. relate all strategies, methods, and techniques to stated objectives.

  C. communicate the purpose of the learning activity to the student in his/her own words, frequently summarizing what was covered earlier, and inform students of how it will contribute to future learning.

  D. use voice, gestures, eye contact, and teacher location to enhance learning.

  E. show awareness of the class by adjusting to needs, interests, and attitudes of students and how teacher behavior affects student behavior.

  F. use a variety of instructional modes and teaching strategies appropriate to students and learning objectives that follow accepted principles of learning theory.

III. Media and Resources

A. demonstrate instructional use of a variety of audio and/or visual aids and media appropriate to students and learning objectives.

B. use school and community resources in meeting learning objectives.

IV. Learner Evaluation

A. systematically evaluate the learner's progress toward the achievement of stated objectives.

B. use learner evaluations and instructional adjustments to meet individual differences and the needs of mainstreamed students.

C. design and administer tests or evaluation procedures which accurately assess student abilities and achievements.

V. Self Evaluation

A. self-evaluate each lesson and incorporate this analysis in future planning and instruction.

VI. Clasroom Control

A. identify patterns of conduct which are classified as major and minor misconduct in the unique social setting of the school.

B. use a variety of effective techniques in a consistent manner to maintain classroom control.

VII. Classroom Management

A. manage the class during daily routines.

B. maintain appropriate housekeeping, physical conditions, maintenance of school equipment, and follow established health and safety procedures.

VIII. Records

A. maintain and use accurate student records according to school policy and current law.

B. comply with ethical and professional standards regarding the acquisition, handling, and dissemination of all student records.

IX. Cooperation

A. communicate and cooperate with staff members when learning activities and/or professional relations could be enhanced by working with others.

X. Communication Skills

A. regularly use correct and appropriate oral and written language.

Protocol

Practicum experiences such as student teaching are designed to provide teacher education candidates with an opportunity to observe and participate in the professional activities of a teacher. The student teaching practicum is a cooperative venture that relies heavily on the cooperation of personnel from basic education institutions and the University. The student teacher, as a representative of the University, has a responsibility in the development of this cooperative relationship.

Being aware that the school environment will place many new demands on the practicum student's behavior is the first step toward cooperation; changing one's behavior, when appropriate, is the second and most important task in the process. The suggestions that follow are intended to help the practicum student develop a good working relationship within the school setting.

Guest-Host Relationship

The College of Education, The Pennsylvania State University, works with a large number of school districts each year in connection with field experiences and practicum programs. In each instance, practicum students are placed in a particular district because that district has invited prospective teachers to the district and has agreed to work cooperatively with University personnel in a particular segment of the teacher education program.

Teacher education students participating in practicum experiences, University supervisors, and other personnel from The Pennsylvania State University who are invited into school districts are always there as guests of the host districts.

Each school district with which the College of Education has a working relationship maintains individual regulations, procedures, instructional practices, professional philosophies, and personal and professional expectancies with regard to teachers and students in teacher education working in that district. University representatives (practicum students, University supervisors, and other University personnel), as invited guests of each district, are requested to function within the guidelines of each individual district.

A teacher education student enrolling in a practicum field experience should understand that he/she is in that school district as a guest of that district. Further, the acceptance of such an assignment by the practicum student indicates: (1) an understanding of this guest/host relationship; and (2) an understanding that practicum students are expected to abide by the regulations, procedures, instructional practices, and professional and personal expectancies of the particular district in which the student has been assigned.

Classroom Adjustment

The arrival of a practicum student interjects a new dimension into the classroom environment which is sensed by both pupils and teacher. Anticipation can help prepare for the impending change to a limited extent, but only the physical presence of the practicum student in the classroom provides the full impact of this different educational climate.

The first days are periods of adjustment and learning. Becoming familiar with classroom routine and students in the classroom should be given top priority in the initial days.

The pupils in the classroom will also begin a period of adjustment to you as the new classroom personality. They are asking, What is he/she like? What changes will there be? Will he/she be strict or easy?

Some pupils will vie for the attention of this new individual. Consequently, the supervising teacher may note that a few pupils are acting differently. As a matter of fact, a new mood may permeate the entire classroom.

Practicum students should begin to assume responsibility. Obligations demanded of the practicum students should be considered professional responsibilities. A practicum student's feelings and beliefs will determine his/her basic approach to teaching and reflect in activities related to the professional experience.

Values

The prevailing values of public school personnel often conflict with the current life styles and ideas of students in teacher education. In a sense, the college student may be sheltered from the school's value system, and the student may enter the classroom unaware that his/her ideas, values, and habits may be in contrast to the local school district and/or community environment. He/she may not be aware that many of his/her beliefs and actions are contrary to the operating style of a school. Preferences for certain styles of appearance and dress, for example, that are acceptable on campus may be unacceptable in the public school. Life styles of the college environment may be contrary to those in the public school system. Differences of opinions may range from trivia to relevant social issues including: hairstyles, skirt length, clothing worn, civil rights, morality, government, personal relationships with pupils, etc.

Be cautious of displaying immature behavior. The mature student relates to pupils and teachers in a professional and adult manner. Mannerisms, vocabulary, conversational style, and thoughtful behavior reflect the professionalism of the practicum student. Maturity is not necessarily revealed through a descriptive analysis or answers to complex educational problems. It is often reflected by one's ability to develop professional skill in the complex environment of a specific school setting.

Confidentiality

Participating school districts are very gracious in accommodating The Pennsylvania State University's teacher preparation programs. Practicum students are involved in a privileged situation in which they are exposed to a variety of confidential information. Materials, student records, school and classroom problems, and teacher lounge talk may be of a confidential nature. Public exposure of confidential information is detrimental to the rapport which has been established through the University's practicum programs and, in most circumstances, is considered a breach in professional ethics.

Parents and pupils have rights which help regulate the type and amount of testing, taping, and interviewing in which pupils may participate. Any testing, taping, or interviewing of pupils associated with the practicum setting must be approved by the college supervisor and the cooperating teacher.

Appearance

The difference between the accepted patterns of professional dress in the public schools and the prevailing pattern on the campus may create a breach that is difficult to reconcile. An administrator, supervisor, or a public school teacher will be concerned about the appearance of a student when it seems to interfere with pupil learning. Appearance problems most frequently are related to hairstyles and types of clothing worn, but grooming may also be an occasional cause of concern. The student should avoid dress that may be considered too casual (for example, blue jeans). Appearance can serve as an aid to the student in reflecting a professional image.

Your students are as receptive to good grooming and attractive dress as adults. The first impression you make is as important in your practicum experience as it is in other social situations. A sense of being well-groomed adds to self-confidence and contributes directly to self-respect. Maintaining satisfactory standards of dress in the practicum experience does not involve a costly wardrobe.

With regard to personal appearance, you need to keep in mind three basic things: (1) cleanliness, (2) the right choice of clothes, and (3) keeping your clothes in order. You should dress for school as you would if you were a receptionist, a lawyer, a doctor, or anyone who needs to meet the general public.

Attendance

Participation in the practicum program requires a commitment to that program. You have a responsibility to the program, the cooperating teacher, and most importantly the students. Lessons are planned in advance around the assumption of your attendance.

When the practicum student is absent the cooperating teacher must make adjustments in activity preparations. Personal illness or death in the immediate family of the student are the only reasons for excused absences. If one of these occur your responsibilities include the following:

1. Telephone your cooperating teacher as soon as you know that you will be absent.

2. Telephone your practicum supervisor.

3. Telephone any additional personnel according to the circumstances.

The Student Teaching Program

A core of assignments is required of all student teachers. These assignments are designed to facilitate achievement of performance objectives and to promote development of the skills needed to function as an autonomous professional. The rationale for these assignments is based on theories of adult learning and development which have been summarized by Sprinthall and Thies-Sprinthall (1982). This model emphasizes the importance of guided reflection in role taking or "real" experiences. As Sprinthall and Thies-Sprinthall point out, "unexamined experience misses the point" and guided reflection is essential if real experiences are to produce discernable changes in learners (p. 22). Throughout student teaching the journal, seminars, self-analyses, and conferences provide opportunities for the learner to reflect on classroom, or role-taking, experiences. This guided integration of role taking and reflection is intended to promote personal and professional development. Since this developmental process is often difficult, if not painful, the core of learning activities emphasizes the provision of feedback and support by peers, cooperating teacher, and supervisor.

The core assignments and the major competencies they support are briefly described in this section. References are made to more specific information provided in the appendices. As individualized programs are developed for student teachers, some modifications of these assignments may occur; however, all student teachers will complete the required assignments.

Every student teacher is to maintain an organized notebook, available to the cooperating teacher and supervisor, which contains all written work. Notebook requirements will be more completely described by the center supervisor. Most student teachers find the notebook very helpful in documenting their own growth, organizing their work during the term, and demonstrating the type and quality of their work to prospective employers.

Orientation Assignment (Performance Objectives II C, II G)

As a student teacher begins the semester it is imperative that he/she become familiar with the new environment. Students will be given an initial assignment which aids them in developing this familiarity by structuring their approach to the task. Generally, this task will help the student teacher become familiar with routines, programs, and students. This assignment may involve, but is not limited to, any of the following forms: typical day observation, structured observation of client(s) and environment, and first-week observation. (see Appendix A)

In the typical-day observation, the student teacher follows the schedule of a specific student or class throughout the day. This enables the student teacher to see a school day from the pupil's point of view and to see a cross section of the school. The student teacher's written report of this activity will provide a point of departure for discussion with peers, cooperating teacher, and supervisor. This assignment is most frequently employed in secondary schools, departmentalized situations, and resource rooms.

In the observation of client(s) and environment the student teacher is expected to prepare an in-depth professional report based on records, programs, and observations of one to six clients. This enables the student teacher to develop a thorough understanding of individual students. It also provides an opportunity to raise questions and compare perceptions in conferences with other professionals. This assignment is most frequently employed in programs for exceptional learners.

In the first-week observation the student teacher is expected to establish a better understanding of the classroom and school environment by answering the questions listed in Appendix A. Answering these questions should provide the student teacher with a better understanding of daily routines and expectations for learners and teachers. Completion of this assignment should make the student teacher feel more comfortable in and familiar with the new environment. This assignment is most frequently used in elementary classrooms but portions of it are employed in other settings.

Observation (Performance Objectives II G, V C)

All student teachers are required to observe experienced teachers and many will also be expected to observe their peers. Most observations should be completed early in the semester before the student teacher assumes a full teaching load. The bulk of the observations are done in the cooperating teacher's classroom, but student teachers are also expected to observe in other teachers' classrooms. Early observations help the student teacher become familiar with the environment, provide practice in systematic observation, and build analysis skills. Observations are most productive when focused on specifics. Student teachers are expected to define (often with guidance from the cooperating teacher and/or supervisor) specific aspects of the situation they intend to observe before beginning the observation. Various approaches to observation are included in Appendix B. Behavioral, rather than judgmental, notes should be taken during every observation. These notes will provide a future reference as well as a departure point for conferences and discussions designed to help student teachers develop analysis skills.

It is imperative that observations be arranged in advance and professional courtesies be observed. Student teachers are expected to thank the person who provides an observation setting.

Observations of peers provide a different perspective on teaching and give student teachers an opportunity to collaboratively improve their teaching skills. Since most experienced teachers are observed infrequently, this experience may provide a foundation for collaborative supervision in the future. Peer observations will usually occur as part of a pre-observation conference, observation, and post-observation conference cycle.

Planning (Performance Objective I)

During student teaching, three types of plans are required of every student teacher: emergency plans, daily plans, and long-range plans. All plans are to be kept in the student teaching notebook and analyzed after implementation. Written plans are required for learning activities planned by the student teacher and all plans are to be approved in advance by the cooperating teacher. If written plans are not submitted in advance, the University recommends that the student teacher not be permitted to teach the assigned class.

In addition to written plans, student teachers are to submit a schedule to the supervisor each week. The schedule should accurately reflect the general daily schedule and specify the student teacher's activities. This schedule helps the student teacher organize his/her work and assist the supervisor in planning an effective observation schedule.

During or prior to the first week of student teaching, the student teacher will develop several emergency lesson plans. These plans, which are further described in Appendix C, may be used in case of schedule changes or other unexpected situations. At least three emergency plans should be available in the notebook throughout the semester. Having these plans provides the student teacher with a safety net of appropriate activities if he/she is unexpectedly responsible for a class.

Daily plans must include a minimum of four elements: behavioral objectives, procedures or activity (including materials), evaluation of achievement, and analysis of lesson. The fourth element is prepared after the lesson has been taught. The student teacher may select or develop a lesson plan format that he/she finds effective. Suggestions for planning and two sample lesson plans are included in Appendix D.

Thoughtful planning is critical to the student teacher's success. As a novice, he/she will find it necessary to develop more detailed plans than an experienced teacher. Initially, the requirement of reasonably detailed written plans helps the neophyte teacher clarify academic and behavioral expectations, select the most effective approach, implement instruction smoothly, and communicate fluently with students. Eventually, the planning process, with its repeated requirement of role taking and reflection, should help the student teacher develop a mental set which automatically considers all crucial issues in planning. Advance planning also provides a point of discussion about the lesson which can facilitate cooperative planning, clarification, and/or trouble-shooting.

All student teachers are required to develop a long-range plan. This plan may be a unit, a learning packet, or an extensive diagnostic-prescriptive or task analysis project. The topic of the plan should be cooperatively identified by the student teacher and the cooperating teacher and should be consistent with the ongoing instructional program. The duration and form of the plan will be matched to the setting, but the plan generally should contain at least two weeks of activities. The supervisor generally provides detailed information on format and process in student teaching seminars. (see Appendix E) Additional information on a specific form of unit planning, the teacher-pupil unit method, and learning packets is also included in Appendix E.

While most student teachers have prepared long-range plans in methods courses, student teaching is generally their first opportunity to implement an extended series of lessons. This assignment is an opportunity for the cooperating teacher to guide the student teacher into the area of curriculum development and to help him/her gain skill in integrating curricular areas.

Self-Analysis (Performance Objective V)

Through a variety of processes, student teachers are encouraged to develop the skills needed to evaluate teaching-learning experiences. These processes may include self-analysis of lessons (one each plan), tape analysis, weekly summary evaluations, written reflections, espoused platforms, and conferences with their cooperating teachers and supervisors. These reflective activities force student teachers to consciously observe and analyze their own behaviors and their impact on learners. Written records clearly chart the student teacher's growth throughout the term, giving the student teachers another source of specific feedback.

Weekly, mid-semester, and final self-evaluations focus on the performance objectives for student teachers. The process of assessing specific strengths and weaknesses in the performance of these objectives helps the student teacher analyze overall progress and set goals for achievement. Written evaluations clearly summarize feedback in a convenient location. Copies of these forms are included in Appendix F. Appendix G also contains the mid-semester evaluation form and some suggestions for writing goals for improvement.

Written lesson analyses are required whenever a student teacher implements an activity. The analysis will be placed on the plan before the next school day. As the student teacher reflects on most and least effective aspects of the lesson and recommends alternatives, he/she develops skills and patterns of behavior essential to continued professional growth.

Every student teacher is required to prepare at least three written analyses of audio or video recordings of his/her teaching. This task provides an opportunity for independent systematic observation of teacher-learner behaviors. Analyzing one's behavior from a tape recording is a revealing process which many student teachers elect to repeat frequently. A peer consultation cycle may be substituted for one of these three analyses at the supervisor's discretion.

Peer Consultation (Performance Objective V)

In an effort to build professional cooperation and improve the student teachers' skills, some supervisors plan to implement peer consultation in student teaching. The peer consultation assignment will follow the typical clinical supervision cycle of pre-conference, observation, and post-conference.

Pairs of student teachers will be assigned (hopefully, in the same building) to select an area of concern (for example, reinforcement, participation, questioning, etc.) and discuss behaviors which relate to this concern. Each pair of students will then develop informal observation instruments dealing with concern areas. This interaction will constitute the pre-conference. Student teachers will turn in one copy of their proposed observation instruments and a written rationale for the instruments to the supervisor. The rationale should state how and why the behaviors on the instrument were chosen and delineate the procedure for using the instrument. The supervisor will review the instruments and try to offer constructive suggestions before returning them to the student teachers. Each student teacher will observe his/her partner at a pre-arranged time using the instrument they have developed. The student teacher will then hold a post-observation conference with his/her partner. It is recommended that this post-observation conference be a private meeting between the student teachers unless they have specifically requested outside help. The use of this consultation process will be at the discretion of the center supervisor. (see Appendix H)

Diagnostic-Prescriptive Learning Model (Performance Objectives I, II, III, IV)

The diagnostic-prescriptive learning project is one assignment used to assess the student teacher's ability to deal with individual differences. This project provides an opportunity for the student teacher to integrate diagnostic-prescriptive skills with his/her knowledge base in educating individual learners. The project is completed by working with a learner or learners who would benefit from individual diagnosis and instruction. (see Appendix I)

Seminars for Professional Development

Seminars and orientations scheduled in conjunction with the field experience provide an opportunity to discuss problems in the classrooms, integration of methods courses, the teaching profession, and other concerns raised by students.

The seminars also provide an opportunity for college supervisors to see practicum students in a different environment and to deal with the immediate concerns of their practicum experiences. The seminar is used to answer questions, analyze problems in a meaningful way, and provide alternatives for teaching practices. Because the seminar can provide a situation whereby students may compare notes, ask questions, and formulate conclusions through interaction with peers, all students are required to attend each session and to participate in discussions.

The seminars are used to relate practice to theory and also are used to identify what is expected of the student teacher in the practicum experience. Seminar discussions will evolve around common problems as well as individual problems. The seminars will provide the student teachers with excellent opportunities for sharing ideas, materials, and observations about lessons and teaching in general. Many student teachers will be in situations similar to another student's and they will be eager to explore alternative solutions to common problems. Practicum students can profit and learn from one another's experiences.

While topics explored in seminars are selected on the basis of need in each student teaching center, there are several topics that appear on the seminar agenda every semester. Other topics may vary according to the needs that develop in a given setting; some topics appear most often in special education centers.

Common Topics

1. Planning
2. Classroom management
3. Diagnostic-prescriptive teaching
4. Instructional strategies
5. Systematic observation

Additional Topics

1. Professional organizations
2. Seeking a teaching position
3. Communicating with parents
4. Testing
5. Motivation
6. Community awareness
7. School law
8. Classroom problem solving
9. Affective, cognitive, and psychomotor learning
10. Support services
11. Resources available for teaching
12. Developing a portfolio

Special Education Topics

1. Student Confrontation Avoidance techniques
2. I.E.P. development
3. Services and teaching techniques for visually impaired students

STUDENT TEACHING SUPPORT PERSONNEL

The Penn State student teaching program is a cooperative endeavor in which the host schools work closely with the University to provide quality experiences for student teachers. The acceptance of student teachers indicates a major professional commitment by the teachers, administrators, and board of education of the host system; however, the welfare of the children and youth in the classroom is their primary concern.

Although the cooperating teacher and University supervisor provide the most critical guidance to the student teacher, the faculty and administrators at the site also play a crucial role in initiating the student into the profession. In an effort to clarify the roles of school and University personnel, definitions and role descriptions are included in this section.

Role of the Cooperating Teacher

The cooperating teacher is the key person in the student teaching program, probably exerting a greater influence over the student teacher's values, attitudes, and practices than any other person.

Having consented to work with a student teacher, the cooperating teacher sets the stage so that the classroom environment is favorable to success. He/she provides the student teacher with the guidance that close daily association makes possible. As the student teacher develops, the cooperating teacher delegates increasing teaching responsibility to him/her, accepting him/her as a junior partner in the classroom. Instead of trying to create the student teacher in his/her own image, the cooperating teacher affords many opportunities for the student teacher to develop according to his/her own potentialities as an individual.

Because the cooperating teacher's task is complex, it is not easy to list all of his/her responsibilities. Some of the more important ones, in addition to those already mentioned, are:

1. Becoming acquainted with the program of student teaching conducted by the University and with the background of the student teacher through information provided by the supervisor.

2. Informing the pupils that there will be another teacher in the room for a period of time before the student teacher arrives.

3. Minimizing the idea that the student teacher is a student and placing him/her in the role of another teacher in the classroom.

4. Introducing the student teacher to other faculty members.

5. Providing the student teacher with a workspace and space for personal belongings if possible.

6. Having the student teacher prepare a seating chart of the room and urging him/her to learn the names of the pupils as soon as possible.

7. Helping the student teacher become acquainted with people in the community.

8. Sensitizing the student teacher to the community in general and more specificallly to its educational resources.

9. Providing the student teacher with opportunities to observe and study what goes on in the classroom.

10. Acquainting the student teacher with pupil personnel records, instructional supplies, and available equipment.

11. Introducing the student teacher to classroom management routines and teaching procedures.

12. Developing schedules with the student teacher.

13. Including the student teacher in conferences with parents whenever possible. For the most part, the student teacher should serve in the role of observer in these parent-teacher conferences.

14. Observing the student teacher on a regular basis and in a variety of situations.

15. Conferencing with the student teacher on numerous occasions during the term.

16. Preparing, for the student teacher, a careful evaluation of his/her progress which will become a part of the student's credentials file at the University and a guide in determining future employment and assignment.

Role of the Principal

The principal coordinates the student teaching program in the school or delegates this responsibility to a person on the staff. He/she maintains an overall climate in the school that is receptive to student teaching. He/she interprets to teachers the kinds of experiences the University hopes to obtain for student teachers and orients the University supervisor to the local school situation.

Additional responsibilities may include:

1. Holding an orientation meeting with student teachers in which they are informed about school policies and opportunities available to them in the total school program.

2. Helping the student teacher to identify with the school staff by including him/her in faculty and P.T.A. meetings and by providing him/her with a place for receiving mail and school announcements.

3. Acquainting student teachers with the role of school administration as it applies to teachers.

4. Discussing school policies, rules, and regulations with the student teachers.

5. Providing a tour of the building for the student teachers.

6. Discussing school lunch, playground, and transportation procedures with the student teachers.

7. Conferencing with the student teachers several times during the semester to determine how student teaching experiences are progressing. If time allows, an observation or two of the student teacher's work, by the principal, is most desirable.

8. Creating a climate for student teachers to observe teachers and learners in settings other than in their cooperating teachers' classrooms.

Role of the University Supervisor

The University supervisor is a faculty member or professional delegated by the College of Education of The Pennsylvania State University. He/she resides in the student teaching center where he/she has supervising responsibility and is readily available to student teachers and public school personnel for consultation and assistance. Serving as liaison between the University and cooperating schools, he/she provides the schools with information about student teachers and the program, and in turn communicates the cooperating schools' suggestions to the University for the improvement of the teacher education program.

The responsibilities of the University supervisor are varied and challenging. As in any field-based program, the supervisor must bridge the gap between two institutions that have different clientele and goals. The major concern of the cooperating agencies where our students are placed is the growth and development of their own clients, and this is as it should be. Our major goal is to help the teacher education students develop into the role of a professional teacher.

The supervisory practices listed below form a basic guide that Penn State supervisors follow. The Clinical Experiences staff consider these practices to represent a supervisory program designed to develop and guide the student teacher.

Pre-Student Teaching

Interview. The students present written background information to the supervisor and they are interviewed. Background information is gathered and student needs are identified for use in the placement process by the supervisor.

Placement. Each student is placed by the supervisor in selected institutions with a recommended cooperating teacher. The placements are made cooperatively with the institutions.

Campus Orientation. Supervisors conduct an orientation program at the University Park campus the semester prior to student teaching. Students are given their specific assignment and information concerning housing, transportation, general description of the area, important dates, time and place of field orientation, and other topics pertinent to their assignments.

Field Orientation. The first day of the student teaching semester is generally devoted to the supervisor orienting students to their new situations, their relationships to the cooperating teachers, the schools, and the University supervisor. Program requirements are explained and administrative tasks are completed.

Cooperating Teacher Orientation. Prior to and/or during the first week of student teaching, the supervisor provides orientation to cooperating teachers concerning program philosophy and requirements. Information is also provided to the cooperating teacher concerning the student teacher's background, experiences, interests, and academic preparation to assist the cooperating teacher in working effectively with the student teacher. This orientation is conducted via group meetings, individual conferences, and written materials. The process used is dependent upon the characteristics of the cooperating institutions involved.

Observation and Conference

A goal of the supervisory program is to visit with each student teacher on a weekly basis via observations and conferences. Each student teacher will be observed a minimum of ten times during the semester.

Observing Instruction. The supervisor observes the student teacher in a variety of teaching-learning situations on a regular basis during the course of the student teaching experience. The observation records are used as a basis for helping the student teacher analyze the teaching-learning process.

Conferencing. Direct and regular feedback is provided the student teacher through different types of conferences.

1. Observation conference. Supervisors conduct conferences as soon after the observation as is possible. Three-way conferences which include the cooperating teacher are scheduled when appropriate. Observation data is used to help the student teacher identify the relationship between learning theory and principles and what he/she practices in the classroom. Specific strengths and problems are identified and specific goals are established to help guide the development of the student teacher. Self-evaluation is stressed in the conferencing process. As a result, the student teacher is expected to understand the impact of his/her behavior on the learners and to consciously control his/her behavior in the classroom.

2. Initial conference. The supervisor conducts an initial conference with the student teacher during the first week or so of student teaching. Usually the general well-being of the student is focused upon by discussing any problems the student may be encountering in school or out of school (housing, transportation, etc.).

3. Mid-semester conference. The supervisor schedules a three-way conference (cooperating teacher, student teacher, University supervisor) when possible. This conference provides for input from the three individuals concerning the student teacher's progress at that stage of the student teaching experience. Competencies are used as a basis for the evaluation and goal-setting for the remainder of the semester.

4. Final conference. A final evaluation conference is scheduled by the supervisor usually during the last week of the student teaching experience. The evaluation conference is based upon input from the cooperating teacher and the University supervisor. The conference is based upon the final evaluation form submitted by the supervisor for the student's credentials file.

5. General conference. Supervisors often hold conferences with student teachers and cooperating teachers to discuss problems and successful activities not directly related to specific classroom observations.

Seminar

The supervisor plans and conducts weekly seminars that focus on the needs of the student teachers. A major portion of the seminars will relate to helping students translate basic principles of learning into their own classroom behavior.

Cooperating school personnel are informed by the supervisor of the topics to be treated in the seminar. They are also invited to attend each seminar.

Follow-up

Supervisors and the Office of Clinical Experiences are constantly seeking feedback from cooperating personnel concerning the student teaching program. The program, as it now exists, reflects many suggestions made by cooperating personnel from institutions that have provided practicum sites for our student teachers. The competencies currently used in our program are a direct result of input by cooperating teachers. Continued program improvement is dependent upon suggestions from the field. This feedback is sought via questionnaires, conferences, and informal discussions.

GETTING TO KNOW YOUR SCHOOL

During the first week in the schools, 595B students should become familiar with the school and the classroom by observing and talking with the cooperating teacher and the learners. These observations and interactions will help the student define his/her role in the classroom and enable the student to locate needed resources.

1.0 THE SCHOOL

1.1 Facilities and Resources

1.1.1 Locate the library, music room, art room, gymnasium, faculty room, lunch room, nurse, etc. (The student may want to sketch a map.)
1.1.2 Are there audio-visual materials, equipment, and supplies available for the student's use?

1.2 Organization of the Staff and Students

1.2.1 How are students assigned to classrooms?
1.2.2 Are classrooms grouped into levels?
1.2.3 Find out about the unit approach.
1.2.4 Do teachers work in teams? Do they have aides?

1.3 School Policies, Procedures, and Rules

1.3.1 What are the rules and times concerning arrival, opening of school, and dismissal?
1.3.2 Are there lunch rules? Who supervises?
1.3.3 What are emergency/fire drill procedures?
1.3.4 Are there other major school rules that the practicum student should know about?

2.0 THE CLASSROOM

2.1 The Learners

2.1.1 Learn their names quickly (e.g., make a seating chart).
2.1.2 Observe groups and individual differences. Are there students who need some special help?
2.1.3 Visit with them about the school, rules, etc.
2.1.4 Do they have jobs/responsibilities in the classroom?

2.2 The Cooperating Teacher

2.2.1 What are arrival and departure times, planning times, etc., for the cooperating teacher?
2.2.2 What are the special responsibilities or subjects taught by the cooperating teacher?
2.2.3 How can the cooperating teacher be contacted? Does he/she prefer to be called at home or at school? If at home, what times? Number: ______________________

Major Advantages	*Major Disadvantages*	*Analysis Procedure*	*Major Classroom Uses*
Record of developmental changes	Limited cases; costly in time and money	Classification and interpretive study	Document development or changes of individual or group
Can select topical focus or note things of interest; flexibility and informality of recording	Lack of continuity	Classification and interpretive study or coding, scoring and statistical analysis	Teacher training, case studies, study of selected behaviors
Maintains original sequence of events; record can be reviewed again and again	Costly in time and money; data reduction	Interpretive study or coding, scoring and statistical analysis	Teacher training, case studies
Describes behavior as it occurs and its environment; richness of detail; record can be reviewed again and again	Costly in time and money; data reduction; requires more training than running record	Same as Running Record	Case studies; classroom interaction; field studies
Easy to record, code, and analyze; can sample a larger number of individuals; greater control over what is observed; useful in determining frequency of occurrence	Limited to frequently occurring behaviors; loss of detail; loss of permanent record of events and actions; categories can bias observation; requires training to use	Scoring and statistical analysis	Recording presence/absence; frequency and/or duration of behavior
Reduces observation time; easy to record, code and analyze; structures data into natural units of behavior and situation	Have to wait for the event to occur	Scoring and statistical analysis	Study of selected behaviors; case studies, field studies
Ease of developing and using	Lack of detail; tells little about causes of behavior	Scoring and statistical analysis	Evaluation; recording presence/absence of behavior
Ease of developing and using; can use with wide range of behaviors; requires a minimum of training	Rater errors and rater bias; ambiguity of terms; tells little about causes of behavior	Scoring and statistical analysis	Evaluation

Brandt's Guidelines for Anecdotal Records

	Present	Absent	Not Relevant	Comments
1. Identifies the primary action and speech of the key person.				
2. Includes a statement that identifies the setting, the time of day, and the basic activity.				
3. Includes responses of other people in the situation.				
4. Uses exact words in recording the conversation.				
5. Preserves the sequence of the episode.				
6. Includes three levels of action in the episode:				
a. molar unit				
b. subordinate molar unit				
c. molecular unit				
7. Is objective and complete.				

TOTALS:
Not relevant _____
Relevant _____
#Present _____
#Absent _____
% of total
Present to total
Relevant _____

Lab Assignment 15 (cont.)

Wright's Guidelines for Specimen Descriptions

	Present	Absent	Not Relevant	Comments
1. Focuses on behavior and situation				
a. remote/related action or circumstance	____	____	____	____
b. exterior force changing situation.	____	____	____	____
2. Accurate and complete report of what subject says and does	____	____	____	____
3. Brackets interpretive material	____	____	____	____
4. Includes "how" for actions	____	____	____	____
5. "How" for interacting persons	____	____	____	____
6. All steps recorded in proper order	____	____	____	____
7. Describes behavior in terms of what was done, rather than not done	____	____	____	____
8. Describes scene as observer finds it	____	____	____	____
9. No more than one unit of molar behavior per sentence	____	____	____	____
10. No more than one action done by another per sentence	____	____	____	____
11. Marks off predetermined intervals	____	____	____	____

TOTAL:
Not relevant ____
Relevant ____
  #Present ____
  #Absent ____
% of total
Present to total
Relevant ____

Figure 14.3. Oral Language Rating Scale Indicating Areas of Interference and Difficulty for Spanish-Speaking ESL Pupils.

School ____________________ Date __________

Name ______________________________

Grade ________ Teacher ________________

Oral Language Rating / Spanish Interference	5	4	3	2	1	0
	Never	Almost Never	Sometimes	Usually	Almost Always	Always
Pronunciation (Sounds): Distinguishes between vowel sounds such as *sheep-ship, cut-cat, cut-cot, pool-pull,* and between consonant sounds as *sink-zinc, vote-boat, sink-think, yellow-jello, cheap-jeep.*						
Pronunciation (Clusters): Pronounces initial consonant clusters as in *school, speak, study,* and final consonant clusters as in *land, fast, old, box, act, desk, pulled, touched.*						
Pronunciation (Suprasegmentals): Pronounces sentences with appropriate rhythm, stress, pause, and pitch.						
Pronouns: Uses appropriate pronoun forms in subject position (*I, he, she,* etc.), in object position (*me, him, her,* etc.) and possessives (*my, mine; her, hers;* etc.).						
Negative: Uses *not* to express the negative after forms of *be* (*Bill is not here.*) and between auxiliary and verb in other sequences (*Bill was not talking. Bill did not talk.*). Uses singular rather than double negative.						
Noun Modifier: Uses adjectives appropriately, as in *the big dog* as opposed to *the dog big* and *Is the dog big?* as opposed to *Is big the dog?*.						
Comparison: Uses the correct form of comparison such as *bigger, biggest, more beautiful, most beautiful,* rather than *more bigger, beautifuller.*						
Present Tense: Uses the appropriate present forms of regular verbs, with subject-verb agreement when *he* or *she* is used as subject, as in *He walks,* rather than *He walk.*						
Plurals: Distinguishes between singular and plural in regular forms such as *dog-dogs, boot-boots, horse-horses,* and in irregular forms such as *foot-feet, knife-knives.*						
Past and Perfect Tenses: Uses the past forms of regular verbs as in *walk-walked, glue-glued, land-landed,* and of irregular verbs as in *go-went-gone, dig-dug, cut-cut.*						
Uses of Be: Uses appropriate forms of *be* as an auxiliary and as a verb.						
Uses of Do: Uses appropriate forms of *do* in questions, answers, and in negative statements.						
Future Tense: Uses the appropriate future forms of regular verbs as in *run-will run.*						
Possessive: Uses appropriate possessive forms as in *John's wagon.*						

Source: *Michigan Oral Language Series* (New York: ACTFL, 1970).

Figure 14.2. Student Oral Language Observation Matrix for English Proficiency.

Teacher Observation
Student Oral Language Observation Matrix
(SOLOM)

Student's Name ____________________ Grade __________ Signature ____________________
Language Observed ____________________ Date ____________________

	1	2	3	4	5
A. COMPREHENSION	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions without difficulty.
B. FLUENCY	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions is fluent and effortless approximating that of a native speaker.
C. VOCABULARY	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximates that of a native speaker.
D. PRONUNCIATION	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximates that of a native speaker.
E. GRAMMAR	Errors in grammar and word-order so severe as to make speech virtually unintelligible.	Grammar and word-order errors make comprehension difficult. Must often rephrase and/or restrict himself to basic patterns.	Makes frequent errors of grammar and word-order which occasionally obscure meaning.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.	Grammatical usage and word-order approximates that of a native speaker.

The student oral language matrix has five categories on the left: A. Comprehension, B. Fluency, C. Vocabulary, D. Pronunciation, E. Grammar, and five numbers on the top—1 being the lowest mark to 5, being the highest.

According to your observation, indicate with an X across the square in each category which best describes the child's abilities. Those students whose (X) check marks are to the right of the darkened line will be considered for reclassification to FES, if test scores and achievement data also indicate English proficiency.

Source: Beverly Hills (CA.) Unified School District, ENGLISH AS A SECOND LANGUAGE (ESL) GUIDELINES. September 1, 1981

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To be Used with
Assignment #6

THE COGNITIVE DOMAIN

Congruency

"The cognitive domain includes those objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills. It is the domain in which most of the work in curriculum development has taken place and where the clearest definitions of objectives are to be found phrased as descriptions of student behavior" (Bloom et al., 1956, p 7). The cognitive domain deals with KNOWLEDGE, COMPREHENSION, APPLICATION, ANALYSIS, SYNTHESIS and EVALUATION.

The VERB in an objective is the key to understanding the domain of an objective. This Reference Sheet A (attached) gives you a list of verbs to use when working in the cognitive domain. The first column shows verbs used to write general objectives and the second column verbs used to write performance objectives. Your will notice that each of these levels deals with knowledge.

Now let us look at the COMPREHENSION level. If we choose the word INTERPRETS we can write an objective stating, "The students will INTERPRET the map." This is a GENERAL OBJECTIVE written in the COGNITIVE DOMAIN. Look at the second column across at that same level. Find the word ESTIMATES. Now we will use that word in writing a PERFORMANCE OBJECTIVE written in the COGNITIVE DOMAIN: "Given a map of the United States, the students will ESTIMATE, on a worksheet, the difference in miles between five major cities in the United States, with 90% accuracy."

Directions: Using the Reference Sheet A, write congruent performance objectives and general objectives in the appropriate spaces provided. (Assignment G, pp. 31-34).

THE AFFECTIVE DOMAIN

"The second part of the taxonomy is the affective domain. It includes objectives that describe changes in interest, attitudes, and values, and the development of appreciations and adequate adjustment. Objectives in this domain are not stated very precisely. It is difficult to describe the behaviors appropriate to these objectives since the internal or covert feelings and emotions are as significant for this domain" (Bloom et al., 1956, p 7). The affective domain deals with RECEIVING, RESPONDING and VALUING. (Look at Reference Sheet A)

The VERB or action is the clue that distinguishes the affective domain from the other domains. Just as in the cognitive domain there are two columns that contain action words. The first column shows words used for general objectives and the second column shows words used for performance objectives. Remember that the affective domain deals with feelings.

Now let us look at the RECEIVING level of this domain. Using the information in that level we can write a general objective that states, "The student shows sensitivity to human needs." Looking across to the second column we can write a Performance objective stating, "Given 15 pennies, the student shares the money by giving 5 cents to each student at her table."

THE PSYCHOMOTOR DOMAIN

"The psychomotor domain is the manipulative or motor-skill area" (Bloom et al., 1956, p 7). Objectives written in this level deal with phsycial abilities or physical skills. Dancing, walking, running, body movement of any kind would be evaluated using this domain. Manipulative skills are also a part of this domain. Examples of these would be sewing skills, art, playing the piano.

In the psychomotor domain there are two levels. The first level is the BASIC FUNDAMENTAL MOVEMENT level. There are two columns in this section of the Reference Sheet A. The first column is a section to help guide you when writing the general objectives, the second colum is a guide to help you write performance objectives. Now look at a corresponding general objective and performance objective from the Psychomotor domain:

G. O. The student will perform skillfully on the piano.

P. O. Given a piece of music by Bach, the student will manipulate her/his fingers smoothly when playing the scales in the piece.

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Reading No. 3

Practical Guidelines for Writing Behavioral Objectives (Specific Learning Outcomes)

Improving the form you use to write educational objectives is not a matter of making them more exciting or interesting for the casual reader. Educational objectives are technical communications for professional educators, who use them in technical ways. It is not likely that curriculum guides will ever compete for a position on the list of best-selling books - but, then, neither do medical reference books or legal briefs.

Behavioral objectives are written to communicate technical information to other teachers and professional personnel who have the background to interpret them. As you formulate objectives for your instructional units, you should attempt to apply the principles of consistency, specificity and accuracy.

The following suggestions are presented to help you form guidelines that you can apply to the writing of your own educational objectives. Students who worked in this course in previous terms have helped in preparing these suggestions; please feel free to improve on them or to offer additional ideas.

1. Check that your objective includes the following elements:

Element	Example
A. CONDITIONS	after a field trip to the city museum
B. LEARNER ("who")	the student
C. BEHAVIOR ("what")	will relate
D. CONTENT	the various types of paintings she observed in the special exhibition
E. PERFORMANCE CRITERION (plural: criteria)	the student will recall at least three types of paintings: portrait, natural landscapes (realistic), abstract

(The sample objective might read: "After a field trip to the city museum, the student will relate the various types of paintings observed in the special exhibition. The student will recall at least three types of paintings: portrait, abstract, and natural landscapes [realistic].")

2. Be consistent in work usage and phraseology.

Your objectives may seem to read "Given . . ." "Given . . ." "Given . . ." ad nauseam. Although teachers of English composition tell students to add interest and sparkle to compositions, consistent use of words and form is desirable in technical writing. The writer is trying to produce a technical communication which conveys several and specific learning outcomes.

7. Say what you mean.

An objective that can be misinterpreted probably will be misinterpreted. A common source of ambiguity is found in objectives that seem, on first inspection, very specific. The problem usually lies in the unstated intentions of the writer. Consider this objective: "Given the elements sodium, radium, sulfur and chlorine, the student will order them from heaviest to lightest." Seems rather specific? Did the writer really intend to give the pupils the actual elements? Probably not, since some of them are definitely dangerous. Maybe he meant . . . a list of scientific abbreviations, a list of scientific names or a diagram of the atomic structure. The point is that the writer of objectives should guard against making statements that can be easily misinterpreted.

8. Omit the phrase "be able to."

This phrase contributes to length without improving accuracy or meaning. For example, "will describe" says just as much as "will be able to describe." In addition, an objective-referenced model of instruction assumes that learning may be inferred only from a sample of learner behavior. The only way to tell if a learner is "able to" perform is to have him or her perform.

9. Omit time limits unless you have a functional reason to include them.

In many educational situations, time limits or response rates can and should be set relative to individual learners rather than classroom groups. In other educational situations, time limits may be necessary.

10. Omit "correctly" from objectives when referring to expected responses.

The word "correctly" gives no additional meaning. It can be assumed that any response called for should be correct.

11. Develop a card file of defined behavioral verbs and be consistent and accurate in their use. Remember, however, that particular verbs cannot necessarily be assigned to just one of Bloom's taxonomy categories.

The behavioral verb "describe" could be used in a comprehension objective or a synthesis objective. What makes the difference is the conditions and criteria stated in the objective.

A file card might include a definition and related synonym. For example: "Describe - Suggests a literal or realistic rendering in sufficient detail so that an accurate visual image is created in the mind of the intended audience. Related Synonyms: portray, sketch, represent, depict, delineate - These words refer to vivid presentation of material in the graphic arts or some other medium of communication."

* Refer to Gronlund, Norman E.
Measurement and Evaluation in Teaching
pp. 513f

Cognitive Domain

Level	Process for G.O.		Behavior for S.L.O.		
Knowledge	know recall remember recognition	define identify	defines describes names labels matches	states selects lists outlines reproduces	
Comprehension	translates interprets comprehend understands extrapolate		converts defends distinguishes explains extends	generalizes estimates infers paraphrases predicts summarizes	rewrites
Application	utilize employ apply demonstrate		changes computes demonstrates discovers modifies	operates prepares relates shows solves	uses manipulates
Analysis	classify categorize compare contrast	analyze	breaks down diagrams differentiates discriminates illustrates	separates subdivides identifies	
Synthesis	create plan formulate design	develop	categorizes combines compiles composes generates	modifies creates organizes reconstructs plans explains	
Evaluation	judge evaluate assess		appraises concludes contrasts discriminates justifies	supports describes	

REFE. A

AFFECTIVE DOMAIN

Level	Process for G. O.	Process for S.L.O.
Receiving	Listens attentively Shows awareness of the importance of learning Shows sensitivity to human needs Attends closely to the classroom activities	Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits erect, replies, uses
Responding	Completes assigned homework Obeys school rules Participates in class discussion Completes laboratory work Volunteers for special tasks Shows interest in subject Enjoys helping others	Answers, assists, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes
Valuing	Demonstrates belief in the democratic process Appreciates good literature (art, music) Appreciates the role of science (or other subjects) in everyday life Shows concern for the welfare of others Demonstrates problem-solving attitude Demonstrates commitment to social improvement	Completes, describes, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works
PSYCHOMOTOR DOMAIN		
Basic Fundamental Movement	Writes smoothly and legibly Draws accurate reproduction of a picture	Walking, running, jumping, sliding, hopping, rolling, climbing, pushing, pulling, swaying, swinging, stooping, stretching, bending, twisting, handling, manipulating, grasping, gripping, finger movements
Skilled Movements	Operates a sewing machine skillfully Operates a power saw safely and skillfully Performs skillfully on the violin	Manipulates, mends, mixes, sews, sketches, starts, etc. (these activities are obvious in sports, recreation, dance, and fine arts areas)

WEEKLY SELF-EVALUATION

STRENGTHS GOALS

Planning

Methods and Media

Learner and Self-Evaluation

Classroom Control and Management

Records

Communication Skills

Cooperation and Dependability

FINAL SELF-EVALUATION

STRENGTHS

IMPROVEMENT NEEDED

I. Planning

II. Methods, Strategies, and Techniques (be specific)

III. Media and Resources (be specific)

IV. Learner Evaluation (be specific)

V. Self-Evaluation

VI. Classroom Control

VII. Classroom Management

VIII. Records

IX. Cooperation

X. Communication Skills (oral and written)

XI. Dependability

List the other activities or strategies that you were responsible for that you feel should be considered when determining your student teaching performance.

I would recommend a grade of _____ for my student teaching performance.

THE PENNSYLVANIA STATE UNIVERSITY

Date ______________________________

Student Teacher ______________________

Co-op Teacher ______________________

STUDENT TEACHER ANALYSIS

Introduction:

The following performance objectives and additional professional expectations will be used as a guide to help student teachers, cooperating teachers, and supervisors assess and plan for the professional development of the student teacher. Each student teacher and cooperating teacher will complete the analysis form separately and compare the analysis in a mid-semester conference which will include the University supervisor. At that time specific examples of performance and goals for improvement will be identified conjointly for the student teacher.

A final conference will be held at the end of the semester to assess the progress of the student teacher in achieving the identified performance objectives as well as other minimal requirements. Analysis forms will be provided for the final analysis and conference.

Rating Range

7	(EXCELLENT)	Indicates Exceptional Achievement
5-6	(GOOD)	Indicates Extensive Achievement
4	(SATISFACTORY)	Indicates Acceptable Achievement
2-3	(POOR)	Indicates Only Minimal Achievement. It indicates that the student may be seriously handicapped in carrying out the performance objectives without supervisory help.
1	(FAILURE)	Indicates Inadequate Achievement necessitating a repetition of the performance objectives in order to secure credit.

SECTION ONE

The Student Teacher Will:

I. PLANNING

A. Develop written plans for daily learning activities that contain:

1 2 3 4 5 6 7

1. a general goal or theme
2. observable specific objective(s)
3. material and resources
4. procedures (introduction, closure, etc.)
5. evaluation of students' achievement of objectives
6. post-analysis of teaching performance

Strengths and Goals: ______________________________

____

B. Analyze and sequence content for the lesson.

1 2 3 4 5 6 7

1. review available resources
2. accurate content information
3. appropriate for developmental level of students
4. reflect task analysis
5. reasonable amount of content for allocated time
6. includes suitable examples
7. other

Strengths and Goals: ______________________________

____

C. Relate all strategies, methods, and techniques to stated objectives.

1 2 3 4 5 6 7

Strengths and Goals: ______________________________

____

D. Show awareness of class by planning lessons that match students' needs, interests, and attitudes.

1 2 3 4 5 6 7

Strengths and Goals: ______________________________

____

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E. Plan instruction which utilizes visual, auditory, and kinesthetic modes of learning and which may include:

1 2 3 4 5 6 7

1. chalkboard
2. illustrations
3. films and filmstrips
4. transparencies
5. recordings
6. manipulatives
7. computers
8. displays and models
9. maps and charts
10. school and community resources
11. bulletin boards
12. other ______________

Strengths and Goals: ______________________________

____

F. Develop materials that are neat, accurate, attractive and suitable for grade and/or functioning level and content area.

1 2 3 4 5 6 7

Strengths and Goals: ______________________________

____

G. Use a variety of instructional strategies which may include:

1 2 3 4 5 6 7

1. hands on/manipulatives
2. large group instruction
3. small group work
4. guided discovery
5. inquiry
6. drill and practice
7. laboratory
8. lecture
9. learning packets
10. review (daily and periodic)
11. one-to-one
12. modeling
13. games
14. student presentations
15. discussion
16. role play
17. contract
18. simulation
19. panel
20. other ______________

Strengths and Goals: ______________________________

____

H. Prepare written long range plans which demonstrate:

1 2 3 4 5 6 7

1. selection of content that is age and level appropriate
2. consistency among long range objectives, daily objectives, and daily strategies
3. appropriate pacing of content
4. continuity of learning
5. systematic record keeping
6. adjustment of plans based on learners' achievement of objectives
7. appropriate selection of materials

Strengths and Goals: ______________________________

____

II. IMPLEMENTATION

A. Implementation of lessons reflects planned sequence, lesson elements, and content.

1 2 3 4 5 6 7

Strengths and Goals: ______________________________

____

B. Show awareness of class by monitoring students' responses and adjusting teaching accordingly.

1 2 3 4 5 6 7

Strengths and Goals: ______________________________

____

C. Communicate to pupils the purpose of the learning activity. 1 2 3 4 5 6 7

Strengths and Goals: ____________________

____

D. Properly use voice (volume and inflection), gestures, teacher location in the room and appropriate body language. 1 2 3 4 5 6 7

Strengths and Goals: ____________________

____

E. Implement effective questioning techniques which may include: 1 2 3 4 5 6 7

1. questioning at various levels of thinking
2. calling on volunteers and nonvolunteers
3. using "wait time"
4. using probing questions
5. using student responses by paraphrasing, clarifying, extending, or summarizing
6. clearly phrasing questions
7. using questions to formatively evaluate student achievement of objectives
8. responding appropriately to students' answers with feedback, correction, or encouragement

Strengths and Goals: ____________________

____

F. Give clear, sequenced directions. 1 2 3 4 5 6 7

Strengths and Goals: ____________________

____

G. Use time effectively during teaching: 1 2 3 4 5 6 7

1. instructional time focused on objectives
2. adjust to schedule fluctuations
3. smooth transitions between activities
4. supplemental activities for students who finish early

Strengths and Goals: ____________________

____

III. LEARNER EVALUATION

A. Develop evaluation instruments and procedures which accurately reflect stated objectives. 1 2 3 4 5 6 7

Strengths and Goals: ____________________

____

B. Evaluate the learner's progress toward the achievement of stated objectives using a variety of strategies which may include: 1 2 3 4 5 6 7

1. conferences
2. observations
3. projects
4. recitations
5. reports
6. written tests
7. criterion-referenced evaluations
8. homework
9. classroom assignments
10. other ____________

Strengths and Goals: ____________________

____

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C. Make provision for reteaching when evaluations indicate it is necessary.

1 2 3 4 5 6 7

Strengths and Goals: ____________________

____

D. Maintain and use records of student performance which are:

1 2 3 4 5 6 7

1. promptly and accurately scored and recorded
2. in accordance with school policy
3. useful in monitoring student achievement

Strengths and Goals: ____________________

____

E. Utilize ethical and professional standards regarding the acquisition, handling, and explaining of student evaluation data.

1 2 3 4 5 6 7

Strengths and Goals: ____________________

____

F. Construct and administer written tests or evaluation instruments which:

1 2 3 4 5 6 7

1. are at appropriate readability level
2. contain clear directions
3. are legible
4. are administered in an orderly fashion
5. reflect awareness of individual student differences
6. are followed by analysis

Strengths and Goals: ____________________

____

IV. ANALYSIS OF TEACHING

A. Observe and identify planning, instructional, and management behaviors used by teachers in the school.

1 2 3 4 5 6 7

Strengths and Goals: ____________________

____

B. Promptly complete written analysis of each lesson to include:

1 2 3 4 5 6 7

1. student achievement of objectives
2. teaching strengths
3. areas for improvement
4. possible alternatives to improve teaching

Strengths and Goals: ____________________

____

C. Make decisions about teaching and learning based on learning principles and data collected systematically through:

1 2 3 4 5 6 7

1. tape analyses
2. peer observations
3. lesson analyses
4. other reflective activities
5. conferences

Strengths and Goals: ____________________

____

D. Make professional decisions about classroom practices by:

1 2 3 4 5 6 7

1. stating beliefs about teaching based on learning principles and research on teaching
2. assessing congruence between beliefs and practices
3. consciously matching teaching behaviors with beliefs and the practicum setting

Strengths and Goals: ____________________

____

E. Provide evidence of the use of the following learning principles:

1 2 3 4 5 6 7

1. learner(s) were actively involved in learning process
2. continuity of learning
3. purpose of teacher and student are similar
4. learner(s) see possibility of success in task
5. material meaningful to learners
6. learner(s) experienced success
7. learner(s) has opportunity for and assists in discovery of facts, relationships and generalizations
8. learner(s) receive positive reinforcement to enhance learning

Strengths and Goals: ____________________

____

V. CLASSROOM MANAGEMENT

A. Identify patterns of conduct which are classified as major or minor misconduct in the unique social setting of the school.

1 2 3 4 5 6 7

Strengths and Goals: ____________________

____

B. Create an orderly environment that maximizes learning by:

1 2 3 4 5 6 7

1. planning lessons to minimize off task behavior
2. clearly communicating expectations for student behavior
3. promptly identifying off-task behaviors
4. employing a variety of non-interrupting, low profile interventions
5. responding appropriately to continued off-task behavior or major disruptions
6. establishing a positive classroom atmosphere through fair and consistent management of behavior

Strengths and Goals: ____________________

____

VI. ORGANIZATION OF THE ENVIRONMENT

A. Organize physical environment to maximize learning.

1 2 3 4 5 6 7

1. execute daily routines efficiently
2. maintain appropriate housekeeping, equipment, and supplies
3. display instructional materials
4. establish and enforce appropriate safety procedures
5. maintain administrative records consistent with school policy
6. provide a classroom physical arrangement that facilitates learning.

Strengths and Goals: ____________________

____

VII. COMMUNICATION SKILLS

A. Model correct and appropriate oral and written language by:

1 2 3 4 5 6 7

1. communicating ideas clearly and concisely
2. speaking expressively
3. speaking audibly and enunciating clearly
4. demonstrating acceptable vocal qualities
5. using appropriate vocabulary
6. avoiding regional dialect
7. modeling correct spelling, punctuation, grammar, usage, and handwriting

Strengths and Goals: ______________________________

____

VIII. COOPERATION

A. Communicate and cooperate with other professionals by:

1 2 3 4 5 6 7

1. attempting to learn from other school personnel
2. using input from other professionals
3. being open and responsive to others
4. being mannerly
5. being friendly
6. taking initiative

Strengths and Goals: ______________________________

____

IX. DEPENDABILITY

A. Promptly and consistently fulfill professional responsibilities by:

1 2 3 4 5 6 7

1. regular attendance
2. work done within time limits
3. thorough completion of assigned responsibilities
4. initiating alternative arrangements as needed

Strengths and Goals: ______________________________

____

X. ADDITIONAL PERFORMANCE OBJECTIVES

A. Performance Objectives ______________________________

1 2 3 4 5 6 7

____

____

____

Strengths and Goals: ______________________________

____

SECTION TWO

ADDITIONAL PROFESSIONAL EXPECTATIONS

Personal Attributes

A. Appearance

1. cleanliness
2. neatness
3. appropriate dress
4. posture

B. Personal Resources

1. health
2. vitality
3. enthusiasm
4. drive
5. resourcefulness
6. initiative
7. curiosity
8. sense of humor
9. flexibility
10. businesslike manner

C. Maturity

1. poise and self-control
2. reliability
3. objectivity
4. open mindedness
5. accept and use criticism
6. accept responsibility for own actions
7. self-confidence
8. tact/sensitivity

D. Creativity

1. Demonstrate originality in locating and developing materials and methods.
2. Foster creativity and original thought.

Strengths and Goals: ____________________

Student and Teacher Relations

A. Rapport

1. Harmonious relationship between student teacher and students.
2. Show patience and interest in students.
3. Listens to students' ideas and concerns.

B. Pupil Response

1. Students eager to participate
2. Students cooperative
3. Students feel free to ask for help

Strengths and Goals: ____________________

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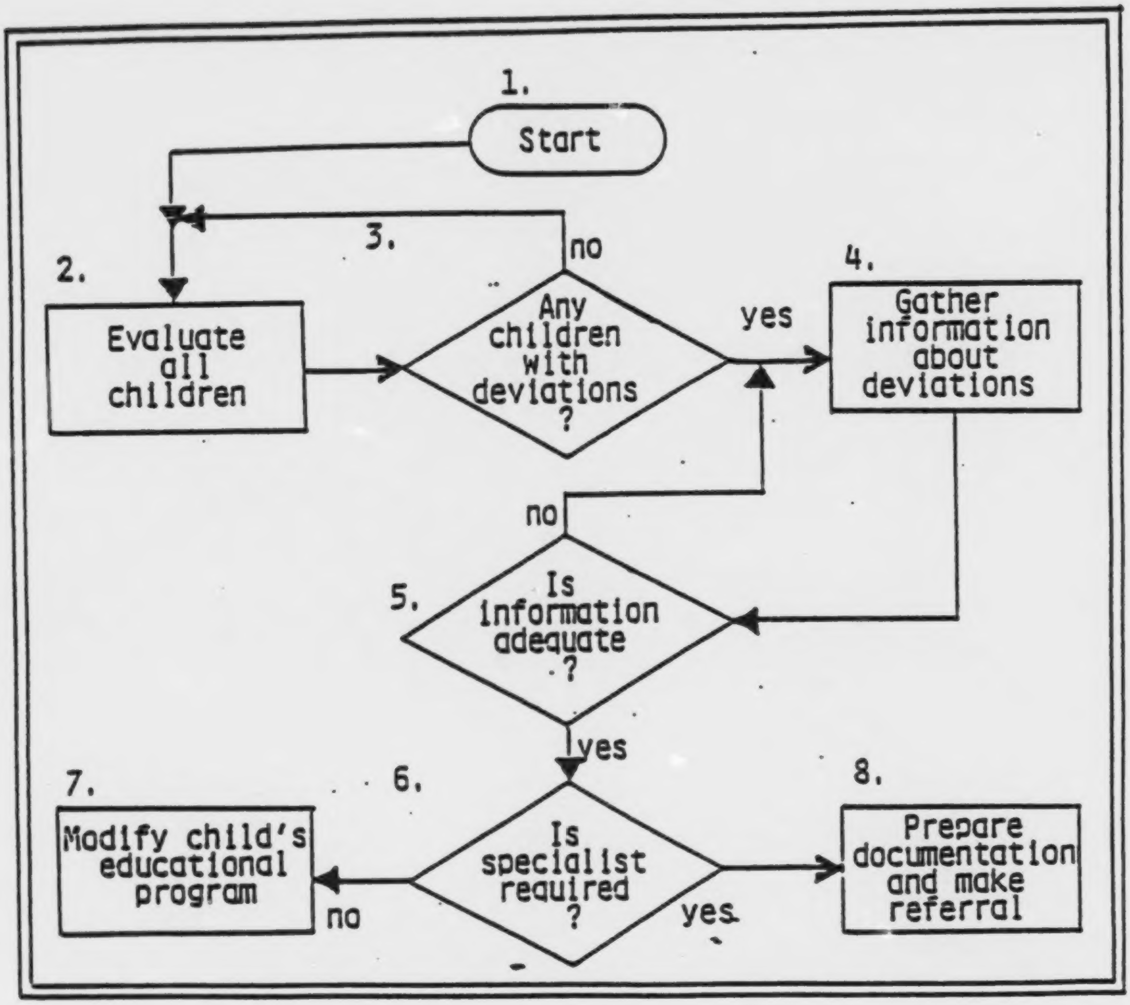
DIAGNOSTIC-PRESCRIPTIVE LEARNING PROJECT
Student Teaching

PROJECT TASK ANALYSIS	RESOURCES	CONTRACTED DATE OF COMPLETION
1. The student teacher will identify a student who deviates significantly from the classroom norm (above or below) in some area(s).	Cooperating Teacher Supervisor	Week ____
2. The student teacher will gather information about this deviation through use of at least two of these techniques: a. anecdotal records and observations b. charting of defined behavior(s) c. checklists d. interpretation of standardized test results e. diagnostic testing using teacher-made device,	Cooperating Teacher Supervisor	Week ___
3. Using the information gathered, the student teacher will prepare a formal written report of student's present level including strengths and weaknesses.	Cooperating Teacher Supervisor Coursework	Week ___
4. The student teacher will state at least one instructional goal based on the student's present level.	Cooperating Teacher Supervisor Coursework	Week ___
5. The student teacher will task analyze this goal.		
6. The student teacher will identify and write short-term behavioral objectives sequenced to meet the goal. (Be sure to set criteria.)		
7. The student teacher will select and list strategies and materials to support achievement of these objectives.		

PROJECT TASK ANALYSIS	RESOURCES	CONTRACTED DATE OF COMPLETION
8. The student teacher will implement the program.	Cooperating Teacher Supervisor	Ongoing Begin by Week ___
9. If objectives are not met the student teacher will identify sub-objectives and recycle through performance objectives 6, 7, and 8.	NOTE: Complete records of progress must be maintained.	
10. The student teacher will prepare a report of student progress including: a. a summary of present level, b. suggested future program, and c. supporting data (scores, records, etc.)	Cooperating Teacher Supervisor	Week ___


1.
Start
2.
Evaluate all children
3.
Any children with deviations ?
no
yes
4.
Gather information about deviations
no
5.
Is information adequate ?
yes
6.
Is specialist required ?
7.
Modify child's educational program
no
yes
8.
Prepare documentation and make referral

Reading No. 2

TWELVE GOALS OF QUALITY EDUCATION
GOALS OF QUALITY EDUCATION
(Adopted by the State Board of Education on March 8, 1979)

COMMUNICATION SKILLS
Quality education should help every student acquire communication skills of understanding, speaking, reading and writing.

MATHEMATICS
Quality education should help every student acquire skills in mathematics.

SELF-ESTEEM
Quality education should help every student develop self-understanding and a feeling of self-worth.

ANALYTICAL THINKING
Quality education should help every student develop analytical thinking skills.

UNDERSTANDING OTHERS
Quality education should help every student acquire knowledge of different cultures and an appreciation of the worth of all people.

CITIZENSHIP
Quality education should help every student learn the history of the nation, understand its systems of government and economics and acquire the values and attitudes necessary for responsible citizenship.

ARTS AND THE HUMANITIES
Quality education should help every student acquire knowledge, appreciation and skills in the arts and the humanities.

SCIENCE AND TECHNOLOGY
Quality education should help every student acquire knowledge, understanding and appreciation of science and technology.

WORK
Quality education should help every student acquire the knowledge, skills and attitudes necessary to become a self-supporting member of society.

FAMILY LIVING
Quality education should help every student acquire the knowledge, skills and attitudes necessary for successful personal and family living.

HEALTH
Quality education should help every student acquire knowledge and develop practices necessary to maintain physical and emotional well-being.

ENVIRONMENT
Quality education should help every student acquire the knowledge and attitudes necessary to maintain the quality of life in a balanced environment.

RCLED 595B

Advanced Practicum in Bilingual Education

Supervisor's Packet

RCLED 595B Field Experience Schedule

		Seminar Topics	Due at Seminar	Classroom Activities	Parental Component
Week 1 1/14-15	Orientation (on campus)	Overview of Experience Classroom Expectations Parental Component Reflective Teaching		Examine measures	
Week 2 1/21-22	Washington (EEC)			Research: D + P	Research: Needs Assessment
Week 3 1/26; 1/29	Community Orientation Seminar	Highlights of First Week Student Evaluation Form Reflective Teaching	Notebook Getting to Know Your School & Community *Research	Research: D + P	Research: Needs Assessment
Week 4 2/4-5	Practicum #1 Seminar	Diagnostic Prescriptive Approaches	Anticipated schedules; actual schedules; Journal entries	Observe Learn student's names Discuss D + P with Co-op Plan instructional activities with Co-op	Plan
Week 5 2/11-12	Practicum #2 Seminar	Parent Training/ Interviewing Techniques	Schedules, entries	Plan D + P	Plan
Week 6 2/18-19	Practicum #3 Seminar	Reflective Teaching	Schedules, entries *Tape analysis	Tape Lesson	Parents' Orientation & Needs Assessment
Week 7 2/25-26	Practicum #4 Seminar	Reflective Teaching	*Needs Assessment & *Parent Training Plan	Diagnostic Plan	
Week 8 3/3-4	Practicum #5 Seminar	Reflective Teaching	Schedules, entries		Implement Parent Training
Week 9 3/10-11	Practicum #6 Seminar	Reflective Teaching	Schedules, entries	D + P	Implement

		Seminar Topics	Due at Seminar	Classroom Activities	Parental Component
Week 10 3/17-18	Practicum #7 Seminar	Reflective Teaching	*Prescriptive Blueprint Schedules, entries	D + P	Implement
Week 11 3/24-25	Practicum #8 Seminar	Reflective Teaching	Schedules, entries	Share D + P with Co-op	Implement
Week 12 3/31-4/1	Practicum #9 Seminar	Reflective Teaching	Schedules, entries *Parental Workshops	Implement D + P	Implement
Week 13 4/7-8	Practicum #10 Seminar	Reflective Teaching	Schedules, entries *Observation	Implement D + P	Observation
Week 14 4/14-15	Submit Notebooks Seminar	Evaluation	*D + P Project *Parental Workshops *Self Evaluation Completed Notebooks		
Week 15 4/21-22	Culminating Activities				
Week 16	Conferencing with Supervisors				

Final Conferences

A final individual student-supervisor conference will be held on campus. Supervisors will schedule conferences in advance with each student. All conferences will be held after the 595B Experience.

General Information for Supervisors

The responsibilities of the University supervisor are varied and challenging. As in any field based program, the supervisor must bridge the gap between tow institutions that have different clientele and goals. The major concern of the cooperating agencies where our students are placed is the growth and development of their own clients and this is as it should be. Our major goal is to help the teacher education students develop into the role of a professional teacher.

Grading

The University Senate has established the following grading system:

A (Excellent) - Indicates exceptional achievement
B (Good) - Indicates extensive achievement
C (Satisfactory) - Indicates acceptable achievement
D (Poor) - Indicates only minimal achievement. It indicates that the student may be seriously handicapped in carrying a more advanced curse for which this course is a specific prerequisite
F (Failure) - Indicates inadequate achievement necessitating a repetition of this course in order to secure credit

The field experience programs are University courses, and grades are determined by University personnel who are responsible for the courses. Input is sought from cooperating teachers and their recommendations are a major consideration in the determination of the final grade. It is imperative that the supervisor and cooperating teacher have open lines of communication throughout the semester so that the practicum student receives coordinated and continuous help in their professional development. A final evaluation conference is held to help the practicum student assess his/her growth and set goals for future development.

School Relations

The continuing success of the practicum programs and the excellent cooperation given the programs by local school districts is due in part to the work of the college supervisors. Past experience in working with the local schools has provided some basic guidelines and operating procedures to assist the supervisor in developing an excellent learning environment in cooperating schools and agencies in the area.

1. College supervisors and students are guests in cooperating school.

2. The college supervisor has no direct authority in cooperating schools or agencies over teachers or programs. Good communication skills and the ability to suggest rather than tell have been effective in working with cooperating personnel.

3. Open comments that criticize school programs, procedures, teachers, other personnel, etc. have, in most instances, created a poor environment for practicum students. Supervisors are often asked by cooperating staff for their assessments on a variety of items. Supervisors

should comment carefully; often no comment is the most appropriate approach. The major contribution that you can make will often amount to being a good listener.

4. All of the local schools prefer that the supervisor check in at the office when entering a school. It is common courtesy and in most schools, it is a policy for all visitors to report to the office. There are also times, when the Office of Bilingual Education will need to locate the supervisor for consultation on a pressing problem.

Record Keeping

Field based practicums in the public schools are not as tightly controlled by the instructor as is the case in a self-contained classroom; there are more variables that you must consider. Feedback to students is enhanced through the use of accurate information.

The supervisor is asked to keep a folder of materials on each student supervised. The folder will be cumulative for all field experiences. It is an attempt to help supervisors provide an articulated developmental program for individual students.

The folder should contain:

1. Cooperating teacher's name, grade level, and type of learners
2. Written records of observations and conferences (pink copy of trip sheets)
3. Anecdotal records
4. Written record of midway and final conferences; pink copy of trip sheets and/or evaluation forms
5. Record of competencies/assignments completed and grades given
6. Notation, inside front cover, of behavior patterns that may need special attention.

Folder are to be given to the Supervising Professor at the close of each semester.

Problem Students

The nature of our practicums places our students in settings where their behavior patterns could actually hurt children and/or upset professional relationships in the school. Students who are not developing at an adequate level are to be discussed with the Supervising Professor. The intent is to develop strategies that will help the students solve their problems. There are occasions where students are counseled out of education and, in extreme cases, a decision is made to remove students from the practicum setting.

Observations

Observations are descriptions of environments and events that occur in the classroom. These descriptions are done as accurately and objectively as possible, keeping in mind that the data collected will be analyzed after the observation. The more specific a description is in terms of behaviors observed, the more it will help control biases and minimize the use of judgmental statements in describing classroom events. Our intent is to help students learn to interpret and make inferences from the data gathered via observation. Judgments, although often accurate, do not necessarily help students focus on specific behaviors in need of change. Communication and analysis is enhanced when observations reflect behaviors observed, not judgments about behaviors observed.

Observations are written on sensitized triplicate sheets. One copy is given to the cooperating teacher, one is given to the student, and the pink copy is retained for the supervisor's records. These sheets should be dated and contain the time of observation, topic being learned and should be initialed by the observer.

Conferences

Conferences are necessary components of the supervision process. Many times there will be conferences with students prior to an observation to establish how the supervisor can best help the student via the observation and follow-up. However, most of the observations done during the teaching practicums will not have a pre-conference. All observations will have a post-conference which should be held as soon as possible after the observation.

Specific data is used as a basis for helping students analyze and identify patterns of behavior to be retained and those needing change. The supervision process must continue beyond this stage if it is to be effective. This is your teaching time. The supervisor and the practicum student must work together to develop a set of possible strategies that will help the student make the desired changes. Records of post-observation conferences are to be kept in the same manner as the observations. A copy should be given to the cooperating teacher, practicum student and the pink form should be retained for the supervisor's records. This procedure will aid in enlisting the help of the cooperating teacher in the process. The cooperating teacher will be more aware of the behavior change a student wishes to make and, as a result, could provide direct assistance to the task.

Seminars

All practicum experiences have weekly seminars. These seminars provide you with the opportunity to teach concepts related to program objectives, take care of administrative matters, and to guide students in reflection on their learning experiences.

The seminars are one period in length and attendance is mandatory for the practicum students.

Written Work

Specific and timely feedback on all written work is necessary if you want students to improve the quality of their work. Written work includes lesson plans, journals, taped analysis, etc. General statements about a student's work will not help the student identify strengths and areas for improvement.

Transportation

Most students in RCLED 595B are transported by car or van to outlying school districts. The supervisor is responsible for driving the students to and from the placement site in University vehicles.

Office Hours

All supervisors will keep a copy of their schedule on file with Karen Orndorf, 247 Chambers. The schedule must include the times when the supervisor will hold office hours for his/her students. At least two periods per week should be established as "office hours."

RCLED 595B EVALUATION
(Supervisor's Form)

Student______________________________ **Supervisor**______________________________

Cooperating Teacher______________________________ **Date**______________________________

Introduction. This form will be used to structure the midpracticum and final evaluations of RCLED 595B students. At the midpoint of the practicum the supervisor will discuss these items with the cooperating teacher and complete a formative evaluation using that feedback. The student also will be asked to rate himself/herself. At the end of the practicum the supervisor, the cooperating teacher, and the student will each complete an evaluation. These evaluations will help determine the final RCLED 595B grade. On the scale, a "5" indicates exceptional achievement for that category, a "4" indicates extensive achievement, a "3" indicates acceptable achievement, a "2" indicates poor achievement, and a "1" indicates unacceptable achievement. If you did not observe the student's performance for a category, leave the scale blank. Please use the back of this form for comments.

Required Demonstration of Competencies

1. Command and usage of written language skills.					
	5	4	3	2	1
2. Command and usage of verbal language skills.					
	5	4	3	2	1
3. Planning lessons which consider student readiness and learning level.					
	5	4	3	2	1
4. Mastery and usage of subject matter pertinent to elementary level.					
	5	4	3	2	1

Assessment of Professional Attributes

1. Attitude					
2. Initiative					
3. Resourcefulness					
4. Flexibility					
5. Rapport with Children					
6. Dependability					
7. Perceptivity					
8. Ability to Meet Due Dates					
9. Professional Relationships with Adults					
	5	4	3	2	1

Administrative and Technical Requirements

	Present	Absent
1. Attendance in School	___	___
2. Attendance in Seminar	___	___
3. Seminar Participation	___	___

Assessment of Classroom Activities

1. Observation					
2. Classroom Management					
3. Clerical Tasks					
4. Development of Materials					
5. Implementation of Lessons					
	5	4	3	2	1

C I 495B Expectations

1. Lesson Plans					
2. Parent Training Component					
3. Diagnostic-Prescriptive Teaching Sequence					
4. Tape Analysis					
5. Anticipated & Actual Schedules					
	5	4	3	2	1
6. Journal Entries					
a. content					
b. organization					
c. technical skills					
	5	4	3	2	1

Conference desired? ☐ Yes ☐ No

Supervisor's Signature______________________________

I acknowledge I have read and discussed this evaluation with my supervisor.

Student's Signature______________________________

RCLED 595B

Advanced Practicum in Bilingual Education

Cooperating Teacher's Packet

RCLED 595B Field Experience Schedule

		Seminar Topics	Due at Seminar	Classroom Activities	Parental Component
Week 1 1/14-15	Orientation (on campus)	Overview of Experience Classroom Expectations Parental Component Reflective Teaching		Examine measures	(EEC)
Week 2 1/21-22	Washington (EEC)			Research: D + P	Research: Needs Assessment
Week 3 1/26; 1/29	Community Orientation Seminar	Highlights of First Week Student Evaluation Form Reflective Teaching	Notebook Getting to Know Your School & Community *Research	Research: D + P	Research: Needs Assessment
Week 4 2/4-5	Field Practicum #1 Seminar	Diagnostic Prescriptive Approaches	Anticipated schedules; actual schedules; Journal entries	Observe Learn student's names Discuss D + P with Co-op Plan instructional activities with Co-op	Plan
Week 5 2/11-12	Field Practicum #2 Seminar	Parent Training/ Interviewing Techniques	Schedules, entries	Plan D + P	Plan
Week 6 2/18-19	Field Practicum #3 Seminar	Reflective Teaching	Schedules, entries *Tape analysis	Tape Lesson	Parents' Orientation & Needs Assessment
Week 7 2/25-26	Field Practicum #4 Seminar	Reflective Teaching	*Needs Assessment & *Parent Training Plan	Diagnostic Plan	
Week 8	Spring Break	February 20-March 6			
Week 9 3/10-11	Field Practicum #5 Seminar	Reflective Teaching	Schedules, entries		Implement Parent Training
Week 10	Field Practicum #6	Reflective Teaching	Schedules, entries	D + P	Implement

		Seminar Topics	Due at Seminar	Classroom Activities	Parental Component
Week 11 3/24-25	Field Practicum #7 Seminar	Reflective Teaching	*Prescriptive Blueprint Schedules, entries	D + P	Implement
Week 12 3/31-4/1	Field Practicum #8 Seminar	Reflective Teaching	Schedules, entries	Share D + P with Co-op	Implement
Week 13 4/7-8	Field Practicum #9 Seminar	Reflective Teaching	Schedules, entries *Parental Workshops	Implement D + P	Implement
Week 14 4/14-15	Field Practicum #10 Seminar	Reflective Teaching	Schedules, entries *Observation	Implement D + P	Observation
Week 15 4/21-22	Submit Notebooks Seminar Culuminating Activities	Evaluation	*D + P Project *Parental Workshops *Self Evaluation Completed Notebooks		
Week 16 4/28-29	Conferencing with Supervisors				

Final Conferences

A final individual student-supervisor conference will be held on campus. Supervisors will schedule conferences in advance with each student. All conferences will be held after the 595B Experience.

Protocol

Practicum experiences such as RCLED 595B are designed to provide teacher education candidates with an opportunity to observe and participate in the professional activities of a teacher. The practicum is a cooperative venture that relies heavily on the cooperation of personnel from basic education institutions and the University. The student, as a representative of the University, has a responsibility in the development of this cooperative relationship.

Being aware that the school environment will place many new demands on the practicum student's behavior is the first step toward cooperation; changing one's behavior, when appropriate, is the second and most important task in the process. The suggestions that follow are intended to help the practicum student develop a good working relationship within the school setting.

Guest-Host Relationship

The College of Education, The Pennsylvania State University, works with a large number of school districts each year in connection with field experiences and practicum programs. In each instance, practicum students are placed in a particular district because that district has invited prospective teachers to the district and has agreed to work cooperatively with University personnel in a particular segment of the teacher education program.

Teacher education students participating in practicum experiences, University supervisors, and other personnel from The Pennsylvania State University who are invited into school districts are always there as guests of the host districts.

Each school district with which the College of Education has a working relationship maintains individual regulations, procedures, instructional practices, professional philosophies, and personal and professional expectancies with regard to teachers and students in teacher education working in that district. University representatives (practicum students, University supervisors, and other University personnel), as invited guests of each district, are requested to function within the guidelines of each individual district.

A teacher education student enrolling in a practicum field experience should understand that he/she is in that school district as a guest of that district. Further, the acceptance of such an assignment by the practicum student indicates: (1) an understanding of this guest/host relationship; and (2) an understanding that practicum students are expected to abide by the regulations, procedures, instructional practices, and professional and personal expectancies of the particular district in which the student has been assigned.

Classroom Adjustment

The arrival of a practicum student interjects a new dimension into the classroom environment which is sensed by both pupils and teacher. Anticipation can help prepare for the impending change to a limited extent, but only the physical presence of the practicum student in the classroom provides the full impact of this different educational climate.

The first days are periods of adjustment and learning. Becoming familiar with classroom routine and students in the classroom should be given top priority in the initial days.

The pupils in the classroom will also begin a period of adjustment to the practicum student as the new classroom personality. They are asking, What is he/she like? What changes will there be? Will he/she be strict or easy?

Some pupils will vie for the attention of this new individual. Consequently, the supervising teacher may note that a few pupils are acting differently. As a matter of fact, a new mood may permeate the entire classroom.

Practicum students should begin to assume responsibility. Obligations demanded of the practicum students should be considered professional responsibilities. A practicum student's feelings and beliefs will determine his/her basic approach to teacher and reflect in activities related to the professional experience.

Values

The prevailing values of public school personnel often conflict with the current lifestyles and ideas of students in teacher education. In a sense, the college student may be sheltered form the school's value system, and the student may enter the classroom unaware that his/her ideas, values, and habits may be in contrast to the local school district and/or community environment. He/she may not be aware that many of his/her beliefs and actions are contrary to the operating style of a school. Preferences for certain styles of appearance and dress, for example, that are acceptable on campus may be unacceptable in the public school. Lifestyles of the college environment may be contrary to those in the public school system. Differences of opinions may range from trivia to relevant social issues including: hairstyles, skirt length, clothing worn, civil rights, morality, government, personal relationships with pupils, etc.

Be cautious of displaying immature behavior. The mature student relates to pupils and teachers in a professional and adult manner. Mannerisms, vocabulary, conversational style, and thoughtful behavior reflect the professionalism of the practicum student. Maturity is not necessarily revealed through a person's ability to describe or answer complex educational problems. It is often reflected by one's ability to develop professional skill in the complex environment of a specific school setting.

Confidentiality

Participating school districts are very gracious in accommodating The Pennsylvania State University's teacher preparation programs. Practicum students are involved in a privileged situation in which they are exposed to a variety of confidential information. Materials, student records, school and classroom problems, and teacher lounge talk may be of a confidential nature. Public exposure of confidential information is detrimental to the rapport which has been established through the University's practicum programs and, in most circumstances, is considered a breach in professional ethics. Practicum students must be cautious in discussing students, avoiding any comment which might violate standards of confidentiality.

Parents and pupils have rights which help regulate the type and amount of testing, taping, and interviewing in which pupils may participate. Any testing, taping, or interviewing of pupils associated with the practicum setting must be approved by the college supervisor and the cooperating teacher.

Appearance

The difference between the accepted patterns of professional dress in the public schools and the prevailing pattern on the campus may create a breach that is difficult to reconcile. An administrator, supervisor, or a public school teacher will be concerned about the appearance of a student when it seem sot interfere with pupil learning. Appearance problems most frequently are related to hairstyles and types of clothing worn, but grooming may also be an occasional cause of concern. The student should avoid dress that may be considered too casual (for example, blue jeans). Appearance can serve as an aid to the student in reflecting a professional image.

Children are as receptive to good grooming and attractive dress as adults. The first impression the practicum student makes is as important in the practicum experience as it is in other social situations. A sense of being well-groomed adds to self-confidence and contributes directly to self-respect. Maintaining satisfactory standards of dress in the practicum experience does not involve a costly wardrobe.

With regard to personal appearance, the practicum student needs to keep in mind three basic things: (1) cleanliness, (2) the right choice of clothes, and (3) keeping clothes in order. THe practicum student should dress for school as he/she would if he/she were a receptionist, a lawyer, a doctor, or anyone who needs to meet the general public.

Attendance

Participation in the practicum program requires a commitment to that program. The practicum student has a responsibility to the program, the cooperating teacher, and most importantly the students. Lessons are planned in advance around the assumption of his/her attendance.

When the practicum student is absent the cooperating teacher must make adjustments in activity preparations. Personal illness or death in the immediate family of the student are the only reasons for excused absences. If one of these occur the student's responsibilities include the following:

1. Telephone the cooperating teacher or the school by 8:15 a.m.

2. Telephone the practicum supervisor. If the supervisor cannot be reached, notify the BIlingual Education Office, 865-6565, between 8:00 a.m. and 8:15 a.m.

The student is responsible for discussing make-up procedures with the supervisor and the cooperating teacher within one school week after he/she returns to the classroom. Any changes in schedule must be approved in advance by the supervisor.

REQUIREMENTS FOR RCLED 595B

ATTENDANCE

School

All students are expected to participate in classroom activities and parent training sessions in the assigned school for ten weeks. Students who are unable to attend due to illness or emergency must both:

- Phone the cooperating teacher or the school by 8:15 a.m., and
- Contact the supervisor. If the student cannot contact the supervisor, he/she should notify the Office of Bilingual Education, 865-6565 between 8:00 a.m. and 8:15 a.m.

The student is responsible for discussing make-up procedures with the supervisor and the cooperating teacher within one school week after he/she returns to the classroom. Any changes in schedule must be approved in advance by the RCLED 595B supervision..

Seminar

All students are required to attend the Reflective Teaching seminars, orientation meetings, and seminar sessions scheduled each Friday morning. Orientation meetings and seminars will be conducted by the 595B staff. Seminar participation is an important part of the 595B experience, providing an opportunity for reflection on the week's events.

NOTEBOOKS, SCHEDULES, AND JOURNAL ENTRIES

Notebooks

All students will need a hard-cover, three-ring notebook. This notebook should be sectioned off and used throughout the semester to keep materials organized and readily accessible. Suggested sections are: (a) journal, (b) lesson plans, (c) handouts, and (d) notes/ideas. The notebook must always be taken to the school, seminar sessions, and scheduled conferences so the cooperating teacher and supervisor will have an opportunity to review the journal and lesson plans.

Anticipated & Actual Schedules

At seminar each week, the student will submit two schedules: an anticipated and an actual schedule. The anticipated schedule will include the activities he/she expects to participate in during the coming week. The actual schedule will document the activities he/she actually engaged in during the past week. Schedule forms will be provided.

Journal Entries

Throughout the practicum, all students are required to prepare daily journal entries. The main purpose of the journal entries is for the student to demonstrate the ability to observe and reflect on classroom and school experiences. The topics for some entries will be assigned by the RCLED 595B supervisor. When a topic is not assigned, select one appropriate focal area for each entry.

Journal entries provide an opportunity for the student to demonstrate competence in the command and usage of written language. Journal entries should be written in a narrative style (English/Spanish) and should be two or three paragraphs in length. It is expected that a journal entry will be available by the following morning. Evaluation of journal entries will focus on content, organization, and technical skills.

Possible foci for journal entries include the following topics:

- Observing individual children and probing into possible reasons for their behavior.
- Commenting on classroom organization and use of materials.
- Discussing classroom organization and use of materials.
- Identifying objectives and discovering why the cooperating teacher plans certain activities.
- Commenting on school organization and environment.
- Analyzing the student's philosophy of education as it relates to the RCLED 595B experience.
- Raising questions about the student's role in the classroom.
- Analyzing the student's ability to work with children one-to-one, in small groups, or in large groups.
- Discussing aspects of teaching that the student finds most satisfying or least satisfying.

Assigned Journal Topics for Week 1:

The journals prepared during the first week of RCLED 595B should respond to the questions provided in the handout, Getting to Know Your School and Community.

LESSON PLANS

One of the competencies students are required to demonstrate in RCLED 595B is the ability to effectively plan and implement learning activities in the classroom. Lesson plans assist the student in identifying the specific skill(s), materials, procedures, and evaluation techniques to be used in planning effective lessons. The Reflective Teaching seminars have provided an opportunity to develop skill in planning and analyzing instruction.

A lesson plan is a planning tool that should be written BEFORE the lesson is implemented in the classroom. Lesson plans are required whenever a student knows at least one day in advance a lesson is to be implemented in the classroom. Each plan should contain: (1) one or more specific learner objectives, (2) a listing of required materials, (3) a description of the procedures, and (4) an evaluation plan. After the lesson has been taught, the student will prepare a written analysis of the lesson. Lesson plans are to be written for every instructional activity with the class, a small group, or an individual child, including:

- Diagnostic Procedures
- Prescriptive Procedures
- Parental Activities
- Language

Students are required to have lesson plans available in the school for review by a cooperating teacher and the supervisor. Normally, each student will prepare a minimum of six (6) lesson plans. Each lesson plan will be reviewed by the supervisor. Instructions for lesson plan format will be provided in seminar.

DIAGNOSTIC-PRESCRIPTIVE TEACHING SEQUENCE

The diagnostic-prescriptive teaching sequence allows the student to implement the major steps in a diagnostic-prescriptive approach to teaching. The project includes four major steps: diagnosis, prescription, instruction, and evaluation.

Diagnosis

Working with the cooperating teacher, the student will identify an individual or small group of children who seem to be appropriate participants in this project. The student will analyze the child's performance and prepare a written prescription to be shared with the cooperating teacher/parent.

Prescription

Based on the analysis of strengths and weaknesses the student will prepare a prescription for the child which includes: (1) strengths, (2) areas which need to be strengthened, (3) appropriate objectives for the sequence of lessons, and (4) possible instructional strategies.

Instruction

Using the prescription as a guide, the student will develop and implement a series of lessons designed to remediate the diagnosed need. Before preparing formal lesson plans, the student should consult with the cooperating teacher and supervisor. The plans developed for this project will count toward the six required lesson plans.

PERFORMANCE OBJECTIVES FOR RCLED 595B

A function of this practicum is to provide opportunities, with guidance, for the student to develop and evaluate his/her performance in the following major areas of teacher activity:

Lesson Planning

1. develop written plans for individuals and small groups of children/parents that contain a general goal, specific objectives, materials and resources, strategies based on learning theory, and evaluation of instructional effectiveness.

2. design lesson plans that incorporate objectives in the cognitive, affective, or psychomotor domains.

3. plan lessons that consider student readiness and learning level.

4. demonstrate accurate knowledge of and usage of subject matter pertinent to the assigned level.

Language Competency (English/Spanish)

1. demonstrate a command of and usage of written language skills with emphases on content skills (selection of appropriate focal area, format, style, and coherent expression of ideas) and technical skills (spelling, punctuation, capitalization, grammar, syntax, and legibility and neatness of handwriting).

2. demonstrate a command of and usage of oral language skills in a variety of educational situations: speaking involves, but is not limited to, arranging and producing coherent messages through the use of voice, articulation, vocabulary syntax, and non-verbal cues (gesture, facial expression, vocal cues) appropriate to the speaker and listeners.

Professional Attitudes and Behaviors

1. demonstrate those attributes for working effectively with other professionals that include, but are not limited to, attitude, rapport, responsibility, dependability, flexibility, confidentiality, and the ability to meet due dates.

2. demonstrate the ability to establish rapport with children.

Diagnostic-Prescriptive Teaching Sequence

1. collect data from a variety of sources such as, observation, the cooperating teacher, samples of students' work, the evaluation component of an instructional lesson, and so forth.

2. examine the data with regard to student strengths and weaknesses.

3. prepare a prescription for the student which includes: student strengths, areas that need to be strengthened, appropriate objectives for the lesson, and appropriate instructional strategies in light of the hierarchy of skill needed for the students to achieve the designated terminal goals/objectives.

4. using the prescription as a guide, implement the lesson.

5. evaluate the student's progress with regard to the terminal objectives.

Classroom Management

1. maintain control by using a variety of effective techniques in a consistent manner.

2. maintain appropriate housekeeping in regard to physical conditions of the classroom/school as well as maintenance of classroom/school equipment.

3. follow established health and safety procedures.

4. maintain and use student records accurately and in accordance with school policy and current law.

Analyses of Teaching-learning Environment

1. audio tape one instructional lesson, then complete a critical, written analysis of instructional behaviors which include, but are not limited to, rapport, enthusiasm, pacing, clarity, questioning, responses to student's answers, and oral language patterns.

2. evaluate the effectiveness of instructional behaviors in light of the lesson objectives, then suggest needed improvement.

3. incorporate needed improvements in subsequent planning and instruction.

4. observe and reflect upon the effect of classroom and school learning experiences by preparing daily journal entries which include, but are not limited to, the following topics: school policies, procedures, and rules, observation of individual children and their behavior, classroom organization and use of materials, and classroom management.

5. present accurate and organized information.

Parent Training Component

1. conduct a needs assessment with two parents.

2. plan and implement six workshops for the parents.

Reflective Teaching

1. demonstrate the ability to plan, implement, reflect upon, and analyze the effectiveness of instructional lessons in a peer teaching situation.

Evaluation

The final step of this project is the preparation of a written analysis of the child's progress toward the objectives of the sequence of lessons. The practicum student should also suggest ways the entire sequence might have been improved.

PARENT TRAINING COMPONENT

Each student will conduct a needs assessment with two parents in their assigned school. Following the needs assessment, the student will implement six training workshops aimed at helping parents to gain desirable teaching behaviors with their children at home.

TAPE ANALYSIS

The student will be required to tape and analyze one lesson. These analyses may be done on a lesson of the student's choice and will focus on analysis of teaching behaviors. Additional information about these analyses will be provided in seminars.

FEEDBACK

Students will receive feedback from the cooperating teacher and the supervisor at the close of the practicum. A final conference will be held with each student.

LANGUAGE COMPETENCY

Please review the "Professional Semester Language Competencies" provided in the Professional Semester Syllabus.

4.3 **If language errors are severe enough to impair the student's classroom performance in RCLED 595B, it will not be possible for the student to receive an adequate grade (C) in RCLED 595B.**

Please note: Attendance procedures, notebooks, daily schedules, journal entries, lesson plans, and all projects will be discussed in seminar sessions. If there are further questions about the requirements, check with a RCLED 595B supervisor.

RCLED 595B EVALUATION
(Cooperating Teacher's Form)

Student____
Supervisor____
Cooperating Teacher______________________________
Date____

Introduction. This form will be used to structure the midpracticum and final evaluations of RCLED 595B students. At the midpoint of the practicum the supervisor will discuss these items with the cooperating teacher and complete a formative evaluation using that feedback. The student also will be asked to rate himself/herself. At the end of the practicum the supervisor, the cooperating teacher, and the student will each complete an evaluation. These evaluations will help determine the final RCLED 595B grade. On the scale, a "5" indicates exceptional achievement for that category, a "4" indicates extensive achievement, a "3" indicates acceptable achievement, a "2" indicates poor achievement, and a "1" indicates unacceptable achievement. If you did not observe the student's performance for a category, leave the scale blank. Please use the back of this form for comments. Thank you for your assistance.

Required Demonstration of Competencies

	5	4	3	2	1
1. Command and usage of written language skills (English/Spanish).					
2. Command and usage of verbal language skills.					
3. Planning lessons which consider student readiness and learning level.					
4. Mastery and usage of subject matter pertinent to assigned level.					

Assessment of Professional Attributes

	5	4	3	2	1
1. Attitude					
2. Initiative					
3. Resourcefulness					
4. Flexibility					
5. Rapport with Children					
6. Dependability					
7. Perceptivity					
8. Ability to Meet Due Dates					
9. Professional Relationships with Adults					

Assessment of Classroom Activities

	5	4	3	2	1
1. Observation					
2. Classroom Management					
3. Clerical Tasks					
4. Development of Materials					
5. Implementation of Lessons					

Comments:

Teacher's Signature______________________________________

Appendix F

Certification

COLLEGE OF EDUCATION

INTER-OFFICE CORRESPONDENCE

DATE: October 20, 1983

FROM: Office of Certification and Education Services, College of Education

TO: All Candidates for Professional Certificates (Administrative I, Educational Specialist I, Endorsements, Instructional I, Letters of Eligibility, Supervisory I, Vocational Instructional II)

RE: Precertification Competency Examination on Educating the Handicapped

Background

The Pennsylvania Department of Education has mandated that all persons recommended for a Level I professional certificate by an institution with an approved certification program must demonstrate ten generic competencies (see pages 3-6) dealing with the education of handicapped children.

The guidelines pertaining to compliance with U.S. Public Law 94-142 by institutional programs preparing professional school personnel and the directive from the Pennsylvania Secretary of Education regarding their implementation are available in:

> Guidelines for the Preparation of Teachers in Compliance with U.S. Public Law 94-142 Requiring the Education of Students with Handicaps in the Least Restrictive Environment. Harrisburg, Pa.: Commonwealth of Pennsylvania, Department of Education, January 1980.

This mandate, which was implemented on July 1, 1982, requires that all certification candidates seeking Penn State's endorsement for Level I certificates (instructional, administrative, educational specialist, supervisory, vocational, and administrative letters of eligibility) must successfully pass an examination covering the knowledge competencies.

Preparation

Preparation for the examination may be undertaken by several means. First, all Penn State programs preparing school personnel presently address the topic of, and the issues pertaining to Public Law 94-142 in their required course work. Second, the mandated competencies are addressed in several textbooks (see page 2) available in the Curriculum Materials Center, 401 Rackley Building. Third, computerized modules, also available in the Curriculum Materials Center, will provide instruction in the competency areas. Fourth, the courses Special Education (SPLED) 105 and 400 both include material directly related to the competency areas.

Administration

Candidates should schedule the examination prior to their major practica, or during the semester in which application for the professional certificate is made. Applications for certification will NOT be processed until the examination is passed.

(over)

University Park candidates should report to the Instruction Support Center (202 Chambers Building) to schedule the exam in person one week prior to the exam; or register by mail to: Instruction Support Center, 202 Chambers Building, University Park, PA 16802. In your request, please indicate your Name, Social Security Number, area of certification, and requested time and date you would like to schedule the exam. Exams are given between 8:20 a.m. and 3:30 p.m. Monday through Friday during regular University class sessions. (This exam is not administered during final exam weeks, Christmas holidays, or other University holidays.) The exam also may be scheduled at the King of Prussia Graduate Center (215) 265-8625 and the Capital College (717) 948-6214. There is no charge to the candidate for this exam. However, a candidate who does not pass the exam on the first attempt may NOT reschedule within two weeks. Please use this time for review.

Criterion performance on the examination must be exhibited before candidates may receive the required institutional recommendation resulting in the issuance of the professional certificate by the Pennsylvania Department of Education.

Cross-Reference of Competencies and Chapter Readings

(Available in the Curriculum Materials Center, 401 Rackley Building)

	Suggested Chapter Readings		
Competencies	Cartwright, Cartwright & Ward	Telford & Sawrey	Reynolds & Birch
A	I	IV	I, II
B	III	III	V through XIII
C	IV through XIII	VII through XIV	V through XIII
D	II, XVII	V	IV
E	II, XVII	VI	IV
F	IV through XIII	I, II	V through XIII
G	XVI	VII through XIV	V through XIII
H	XIV, XV	VII through XIV	III
I	XVI	VII through XIV	V through XIII
J	XIV, XV	VII through XIV	V through XIII

Cartwright, G. P., Cartwright, C. A., & Ward, M. E. Educating Special Learners. Belmont, CA: Wadsworth Publishing Company, 1981.

Telford, C. W. & Sawrey, J. M. The Exceptional Individual. Englewood Cliffs, NJ: Prentice Hall, 1981.

Reynolds, M. C. & Birch, J. W. Teaching Exceptional Children in All America's Schools. Reston, VA: Council for Exceptional Children, 1982.

Cross-Reference of Subcompetencies and Chapter Readings

(Available in the Curriculum Materials Center, 401 Rackley Building)

NOTE: The body of the table below contains chapter designation of text readings that correspond to the 26 subcompetencies in the Precertification Examination. The percentage of the item pool represented by each major competency is indicated in the second column. Examinees who fail to meet criterion performance on a trial will be able to locate subject areas of strengths and weaknesses for future remediation efforts by looking up their performance records corresponding to this table.

		Suggested Chapter Readings			
Subcompetencies	% of Item Pool	Cartwright, Cartwright & Ward	Telford & Sawrey	Reynolds & Birch	Hallahan & Kauffman
A1	12%	1	2	4	1
A2		1	2	4	1
A3		1	1	4,6	1
B1	42%	3	5-13	2,3	2-8,10
B2		3	5-13	7-14	2-8
B3		4-11,13	5-13	7-14	2-8
C1	16%	4-11,13	5-13	7-14	2
C2		4-11,13	5-13	7-14	2-8
C3		4-11,13	5-13	7-14	2-8
D1	4%	2	2	5	2-8
D2		2	2	5	2-8
D3		2	2	5	2-8
E1	1%	2,17	4	6	2-8
E2		2,17	4	6	2-8
F1	1%	4-11,13	5-13	1,2	10
F2		4-11,13	5-13	1,2	10
G1	2%	16	5-13	7-14	2-8
G2		16	5-13	7-14	2-8
H1	10%	14,15	3	7-14	2-8
H2		14,15	3	7-14	2-8
H3		14,15	3	7-14	2-8
I1	9%	16	4	7-14	2-8
I2		16	5-13	7-14	2-8
J1	3%	14-15	5-13	7-14	2-8
J2		14,15	4	7-14	2-8
J3		14,15	5-13	7-14	2-8
	100%				

Cartwright, G. P., Cartwright, C. A., & Ward, M. E. Educating Special Learners. Belmont, CA: Wadsworth Publishing Co., 1981.

Telford, C. W., Sawrey, J. M. The Exceptional Individual. Englewood Cliffs, NJ: Prentice Hall, 1981.

Reynolds, M. C. & Birch, J. W. Teaching Exceptional Children in All America's Schools, Reston, VA: Council for Exceptional Children, 1982.

Hallahan, D. P. & Kauffman, J. M. Exceptional Children: Introduction to Special Education. Englewood Cliffs, NJ: Prentice Hall, 1982.

COLLEGE OF EDUCATION
The Pennsylvania State University

PRECERTIFICATION EXAMINATION OUTLINE
COMPETENCIES AND SUBCOMPETENCIES

A. Understands the legal basis for educating students with handicaps in the least restrictive environment.
  A1. Special education litigation.
  A2. Federal statutory mandates.
  A3. Social issues and history of special education services.

B. Understands the implications which handicapping conditions have for the learning process.
  B1. Labels and handicapping characteristics of exceptional groups.
  B2. Definition, terminology, and classification of handicapping conditions and physiological concepts.
  B3. Noninstructional modifications to accommodate student needs.

C. Recognizes students who may be in need of special services.
  C1. Atypical classroom functioning.
  C2. Referral and treatment procedures.
  C3. Causation and incidence of handicapping conditions.

D. Makes use of appropriate resource and support services in educating the handicapped.
  D1. Multidisciplinary team members and their roles.
  D2. Availability of resource services.
  D3. Availability of community services.

E. Confers with and reports to parents on educational programs for students with handicaps.
  E1. Individual educational plans and maintenance of records.
  E2. Confidentiality and notification.

F. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.
  F1. Developing social interactions.
  F2. Awareness of attitudes.

G. Uses individual, group, and classroom management techniques for effective accommodation of students with handicaps.
  G1. Individual and group management skills.
  G2. Systematic decision making and research findings.

H. Assesses the educational needs of students with handicaps.
  H1. Commercial and teacher-made assessment procedures.
  H2. Characteristics of evaluation procedures.
  H3. Principles and generalizations of testing and human development.

I. Modifies instructional strategies to provide for the individual needs of students with handicaps.
  I1. Remedial and compensatory teaching strategies.
  I2. Adaptation and selection of materials.

J. Evaluates classroom progress of students with handicaps.
  J1. Observation and data collection.
  J2. Interpretation and communication of evaluative data to professionals and parents.
  J3. Determine intervention through evaluation.

THE TEN COMPETENCY AREAS

Listed below are the ten competencies, a brief description of each, and sample test items. The correct responses have been starred.

A. Understands the Legal Basis for Educating Students with Handicaps in the Least Restrictive Environment.

Description: This competency requires an understanding of practical, theoretical, and technical aspects of the social movements, historical events and statues related to the origin of the least restrictive environment concept.

Sample Test Items

(1) The integration of handicapped children with nonhandicapped children in regular classrooms is referred to as:

a. equal educational opportunity.
b. least restrictive environment.
* c. mainstreaming.
d. normalization.

(2) Which of the following court cases established precedent for the right to education of all handicapped children?

* a. Mills v. Board of Education.
b. Wyatt v. Aderholt.
c. P.A.R.C. v. Commonwealth of Pennsylvania.
d. Larry P. v. Riles.

B. Understands the Implications Which Handicapping Conditions Have for the Learning Process.

Description: This competency includes the ability to recognize and describe handicapping conditions and the implications such abilities have for creating appropriate educational environments.

Sample Test Items

(1) A major drawback of the categorical system of classifying handicapped children is that it:

a. causes inconvenience to the professionals using it.
b. impedes the procurement of funding for research projects.
c. deviates from federal statutes.
* d. fails to communicate the behaviors of individual children.

(2) In making instructional decisions about a handicapped child, educators should first investigate the child's:

a. intellectual level.
b. nutritional needs.
c. family background.
* d. functional behaviors.

C. Recognizes Students Who May Be in Need of Special Services.

Description: This competency includes the ability to recognize students with learning and behavior problems who may be in need of special education and related services; to record systematic observations of students for use in the referral process; to demonstrate an understanding of special services and the referral procedure.

Sample Test Items

(1) A child who exhibits behaviors of excessive movement and distractibility is *frequently* identified as manifesting:

a. monoplegia.
b. dyslexia.
c. hypoactivity.
* d. hyperactivity.

(2) Who has the responsibility to refer to the psychologist a child suspected of having problems?

* a. classroom teacher.
b. building principal.
c. special education teacher.
d. parent.

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Makes Use of Appropriate Resource and Support Services.

Description: This competency includes the ability to serve on a multidisciplinary team and make use of resource and support personnel in the education of students with handicaps; know the roles of support personnel and the procedures for securing support services; know what community resources are available to parents and children.

Sample Test Items

(1) Who should be on the multidisciplinary team for evaluating a handicapped student?

- * a. It depends on each child's symptoms and ranges from classroom teachers to physicians and social workers.
- b. Psychologists, principal, classroom teacher and one outsider.
- c. It depends on who the parents request to be on the team.
- d. Psychologist, special education teacher, and parents.

(2) The time for a teacher to refer a child to a specialist is:

- * a. after exhausting other means.
- b. at the family's request.
- c. after the screening process is complete.
- d. after discussing the child with the school nurse.

Confers with and Reports to Parents on Educational Programs for Students with Handicaps

Description: This competency includes the ability to encourage a positive relationship with parent(s) in order to establish rapport and mutual understanding for ongoing participation in planning and modifying the student's educational program; the ability to relate information which keeps parents informed of their child's educational progress and school adjustment.

Sample Test Items

(1) Which component of the Individual Education Plan (IEP) for handicapped children refers to small teaching steps specified in observable behaviors?

- a. present education levels.
- b. annual goals.
- c. related services.
- * d. short-term objectives.

(2) Participants in the IEP planning meeting for all handicapped children must include:

- a. state education department representative.
- b. school board member.
- c. speech therapist.
- * d. parent.

Facilitates the Social Acceptance of Persons with Handicaps by Encouraging Positive Interpersonal Relationships

Description: This competency includes the ability to identify existing attitudes, including one's own, toward persons with handicaps, to establish a positive learning environment and develop relationships for successful social and intellectual interaction.

Sample Test Items

(1) It is a generally accepted belief that applying the label "delinquent" is likely to:

- a. make the individual withdraw from peers and the society.
- * b. reinforce the already unacceptable behavior.
- c. decrease the frequency of deviant behaviors.
- d. make the labeled individual popular among peers.

(2) One of the major problems of American Sign Language is that people who use it:

- a. often spend many hours teaching difficult signs which aren't matched with English words.
- b. emphasize the oral component too much without emphasizing the manual component.
- c. must have at least normal intelligence and some degree of hearing.
- * d. can only employ it with the deaf or others who know sign language.

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G. **Uses Individual, Group, and Classroom Management Techniques for Effective Accommodation of Students with Handicaps**

Description: This competency includes the ability to apply individual and group management skills to ensure a high level of attention and positive response from pupils in instructional situations; an understanding of the personality and emotional dynamics of classroom groups that cause behavior problems; the ability to make use of flexible scheduling and student groupings to solve organizational and management problems in classrooms and the ability to assist in organizing a barrier free physical environment.

Sample Test Items

(1) Bonnie bites her fingernails during tests. When talking in front of the class Carol stutters. Mary occasionally cries when she does not know how to answer a question. These examples illustrate that inappropriate behaviors may occur only in certain ______________ situations.

• a. stressful.
b. unusual.
c. classroom.
d. academic.

(2) Which of the following statements is most consistent with "generic" teaching strategies?

a. handicapped children learn best by a process approach.
• b. no single method is best or suitable for teaching all handicapped children.
c. peer tutoring is the best approach; both children acquire additional cognitive and cooperative skills.
d. inquiry instruction is best; children are led to an understanding of concepts through careful questioning.

H. **Assess the Educational Needs of Students with Handicaps**

Description: This competency includes the ability to assess the instructional demands being placed on each student in an educational environment and determine the extent to which students with handicaps are capable of meeting those demands. This may include classroom assessment of educational needs, and development interests, personal/social skills, current levels of growth and development and use of the diagnostic information compiled by a multidisciplinary team.

Sample Test Items

(1) It is important that we identify the disabilities of exceptional children early because the effects of these disabilities are frequently:

a. revised.
• b. cumulative.
c. observable.
d. decreasing with age.

(2) The Bayley Scales of Infant Development are used among other things to assess a child's:

a. interests and special talents.
b. memory for recent events.
c. language usage.
• d. gross and fine motor coordination.

I. **Modifies Instructional Strategies to Provide for the Individual Needs of Students with Handicaps**

Description: This competency includes the ability to select and adapt appropriate instructional strategies to meet the individual needs of students with handicaps.

Sample Test Items

(1) In task analysis, what type of behaviors must be identified before one can successfully accomplish a terminal objective?

a. observable.
• b. enabling.
c. similar.
d. linking.

(2) A diagnostic teaching model is appropriate for which of the following:

a. enhancing learning problems.
b. exacerbating learning difficulties.
• c. correcting learning problems.
d. replacing remedial models.

Evaluate Classroom Progress of Students with Handicaps

Description: This competency includes the ability to collect evidence of progress made by students in meeting specific educational objectives; to understand, use, and adapt formal and informal evaluation materials; to interpret results and maintain records.

Sample Test Items

(1) It is not possible to directly observe processes such as thinking or feeling. Inferences about these processes must be made on the basis of observable:

* a. behaviors.
b. concerns.
c. implications.
d. situations.

(2) Which is the primary purpose of making formative evaluations of instructional programs?

a. summarize program results.
b. determine if results are generalizable.
c. assess whether program should be terminated.
* d. determine whether program modifications are needed.

PDE-4511 (3/83) APPLICATION FOR PROFESSIONAL PERSONNEL CERTIFICATE
(FORMERLY DEHE-280)

DO NOT COMPLETE APPLICATION UNTIL YOU READ INSTRUCTIONS
ACCURACY WILL AVOID DELAY OF CERTIFICATE ISSUANCE

Effective June 1, 1987, persons applying for their first Pennsylvania Instructional Certificate will be required to obtain a satisfactory score on the Pennsylvania Teacher Certification Tests (PTCTP).

PDE AND PA COLLEGE USE
TRANS CODE

LAST NAME
FIRST NAME
MI

1
MAILING ADDRESS (LINE #1)

2
SOCIAL SECURITY NUMBER

3
BIRTHDATE
MON DAY YEAR

4
SEX
M F

5
SCHOOL DISTRICT OR INTERMEDIATE UNIT ADMINISTRATIVE NUMBER

1
MAILING ADDRESS (LINE #2)

PDE USE
NC
CORRECTED S S NUMBER
REV
SC

1
CITY
STATE
ZIP CODE

BOXES 6-9 TO BE COMPLETED BY PA. COLLEGE OR UNIVERSITY OFFICIALS ONLY

6
TYPE AREA DATE RECOM MON YEAR COLLEGE CODE NUMBER
PDE USE: EVAL CODE ISS CODE

7
TYPE AREA DATE RECOM MON YEAR COLLEGE CODE NUMBER
PDE USE: EVAL CODE ISS CODE

8
TYPE AREA DATE RECOM MON YEAR COLLEGE CODE NUMBER
PDE USE: EVAL CODE ISS CODE

9
TYPE AREA DATE RECOM MON YEAR COLLEGE CODE NUMBER
PDE USE: EVAL CODE ISS CODE

10
CERTIFICATE/TYPE/AREA/FIELD REQUESTED:

11
DO YOU POSSESS A PENNSYLVANIA CERTIFICATE?
YES ☐ NO ☐

EVALUATOR

12
HAVE YOU EVER HAD A CERTIFICATE REVOKED BY THIS OR ANY OTHER STATE OR IS SUCH ACTION PENDING?
NO ☐ YES ☐ IF YES, PLEASE ATTACH EXPLANATION

13
IF REQUESTING CHANGE OF NAME, CHRONOLOGICALLY PRINT FORMER NAME(S) COMMENCING WITH THE MOST RECENT CHANGE

LAST	FIRST	MI

14
SPECIAL CONDITIONS

I am unable to obtain recommendation of a Pennsylvania college or university and, therefore, am seeking Pennsylvania certification under the applicable condition(s) checked in the box(es) below:

☐ My preparation (in general education, area of specialization, and professional teacher education) was completed at two or more colleges or universities. For that reason, I cannot secure the recommending signature of any of those institutions.

☐ My collegiate studies at the *primary* preparing college or university was of such non-recency (at least 7 years preceding the date of this application) that I cannot secure the institutional recommendation of that college or university

REMINDER: Acceptance of application under such condition(s) does not imply automatic issuance of the requested certificate.

APPLICATION MADE UNDER SPECIAL CONDITIONS REQUIRES A PDE CANDIDATE EVALUATION. A SEPARATE APPLICATION AND FEE MUST BE SUBMITTED FOR EACH SUBJECT/FIELD EVALUATION REQUESTED.

379

380

COMMONWEALTH OF PENNSYLVANIA - DEPARTMENT OF EDUCATION

PDE4511 (FORMERLY DEHE-280) (2/83)

B

PDE-4511-APPLICATION FOR PROFESSIONAL PERSONNEL CERTIFICATE
(FORMERLY DEHE-280)

DATE

NOTE: Applications for certification originating at Pennsylvania teacher preparing institutions having program approval status need not be accompanied by transcripts. Applications originating from other sources must be accompanied by all credentials necessary to verify qualifications for certification (official transcripts and letters attesting to experience and competence). Submit to Bureau of Certification, Department of Education, 333 Market Street, Harrisburg, Pennsylvania 17103.

(a) LAST NAME — FIRST NAME — MIDDLE INITIAL — MR. MRS. MISS. MS

(b) NAME OF RECOMMENDING COLLEGE OR UNIVERSITY — STATE — DATE GRADUATED

(c) NAME OF UNDERGRADUATE COLLEGE/UNIVERSITY — STATE — DATE GRADUATED

(d) NAME OF GRADUATE COLLEGE(S)/UNIVERSITY — STATE — DATE GRADUATED

(e) SUBJECT/AREA/TYPE CERTIFICATE(S) REQUESTED:

HEALTH CERTIFICATE

I certify that I am a physician legally qualified to practice medicine in a state of the United States or its capital; that I have examined and find the above named applicant "neither mentally nor physically disqualified, by reason of tuberculosis or any other communicable disease or by reason of mental disorder from successful performance of the duties of a teacher" (School Code 1209) (MUST BE TUBERCULIN TEST OR X-RAY)

(f) SIGNATURE OF EXAMINING PHYSICIAN — DATE — STATE IN WHICH LICENSED — PHYSICIAN NUMBER

ATTESTMENT OF APPLICANT

I certify that I am a citizen of the United States or, being a non-citizen, have an immigrant visa which permits me to seek employment within the United States and have declared my intent to become a citizen of the United States. (This requirement is waived for bonafide exchange teachers and teachers of foreign language only.) I certify that I am not in the habit of using narcotic drugs in any form or excessive amounts of intoxicating beverages (School Code 1209); am not currently under indictment nor have I been convicted of a criminal offense (if so, supply full information with application); and attest that all information in this application is correct.

(g) SIGNATURE OF APPLICANT — DATE — AREA CODE AND TELEPHONE NUMBER

RECOMMENDATION OF SCHOOL SUPERINTENDENT

(h) I confirm that the applicant is known and regarded by this school district as a person of good moral character and possesses those personal qualities and professional knowledge and skills which warrant issuance of the requested certificate.

I certify that the applicant was employed from ______ (DATE) to ______ (DATE) and performed satisfactorily on a (type) ______ (CERTIFICATE)

in the following *PDE-approved certificated assignment(s): ______

(*If teacher, specify matter and grade level; all others specify position and grade level.) If employe has had a number of positions with this (or other school districts) or is performing in dual or multiple areas, enclose a separate statement of experience and service showing: Period by inclusive dates, kind of certificate under which service was rendered and assignment (position and grade level).

(i) SIGNATURE OF SCHOOL SUPERINTENDENT — NAME OF SCHOOL DISTRICT — ADDRESS

RECOMMENDATION OF PENNSYLVANIA COLLEGE OR UNIVERSITY (See Side A, Box 14)

The endorsing signature (of dean of school or college of education or chairperson of the education department) confirms that the applicant is known and regarded by the preparing institution as a person of good moral character and possesses those personal qualities and professional knowledge and skill which warrant issuance of the requested certificate.

j) ☐ I certify that the applicant has been formally admitted to and is pursuing an approved program of preparation to qualify for a certificate in

SUBJECT(S) OR FIELD(S) ☐

k) ☐ I certify that the applicant has completed an approved program (certification regulation 49.63) and has successfully demonstrated role competencies to qualify for a certificate in:

SUBJECT(S) OR FIELD(S) ☐

SIGNATURE OF RECOMMENDING DEAN OR CHAIRPERSON OF EDUCATION DEPARTMENT

l) IGNATURE — TITLE — DATE — NAME OF RECOMMENDING COLLEGE (m)

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READ ME FIRST!!! READ ME FIRST!!! READ ME FIRST!!! READ ME FIRST!!!

A. Follow all of the instructions on the "Application for Professional Personnel Certificate" (PDE-4511 form).

SIDE B

Item (e). Enter Instructional I (or Educational Specialist I, Supervisory I, Administrative I, or Letter of Eligibility), and the subject(s) or area(s)/field(s) of certification (see SECTION II A, C, D, E, and F for the correct terminology to complete this form); i.e. Instructional I -- Mentally and/or Physically Handicapped. Note SAMPLE shown at the bottom of this page.

Item (f). Ritenour Health Center will validate this section for full time students at University Park. Others must see a private physician to complete this line.

B. Please complete the Record of Application form enclosed as accurately as possible. This paper is the record kept on file in the College of Education and is frequently referred to by this office for additional information requested of the Dean by out of state certification offices, school superintendents, etc.

C. Undergraduate students should return all the forms to 181 CHAMBERS BUILDING BY THE END OF THE THIRD WEEK OF THE SEMESTER IN WHICH THEY EXPECT TO GRADUATE.

Forms to be completed and returned to 181 Chambers are:

1. Application for Professional Personnel Certificate.
2. $15.00 MONEY ORDER payable to the COMMONWEALTH OF PENNSYLVANIA-- This should be the yellow U.S. Postal Money Order which is valid indefinitely. Bank and business money orders often expire in an unstated time and are not negotiable by Harrisburg.
3. Record of Application.

If your application is received within the above deadline and you are graduating (undergraduate students only) from the College of Education, your certificate will be issued and enclosed with your diploma. All other certificates will be mailed after the final grades have been checked by this office (approximately one week following graduation).

NOTE: THE NOTE ON THE "APPLICATION FOR PROFESSIONAL PERSONNEL CERTIFICATE" REGARDING TRANSCRIPTS IS NOT APPLICABLE TO STUDENTS RECEIVING AN INSTRUCTIONAL I CERTIFICATE.

COMMONWEALTH OF PENNSYLVANIA · DEPARTMENT OF EDUCATION PDE-4511 (FORMERLY DEHE 280)

B PDE-4511-APPLICATION FOR PROFESSIONAL PERSONNEL CERTIFICATE (FORMERLY DEHE 280)

DATE 7/11/83

NOTE: Applications for certification originating at Pennsylvania teacher preparing institutions having program approval status need not be accompanied by transcripts. Applications originating from other sources must be accompanied by all credentials necessary to verify qualifications for certification (official transcripts and letters attesting to experience and competence). Submit to Bureau of Certification, Department of Education, 333 Market Street, Harrisburg, Pennsylvania 17108

LAST NAME	FIRST NAME	MIDDLE INITIAL	MR MRS. MISS. MS
(a) STUDENT,	FRANCES	J.	MS.

NAME OF RECOMMENDING COLLEGE OR UNIVERSITY	STATE	DATE GRADUATED	(e) SUBJECT/AREA/TYPE CERTIFICATE(S) REQUESTED
(b) PENN STATE UNIVERSITY			INSTRUCTIONAL I -- Elementary (K-6) and Reading Specialist
NAME OF UNDERGRADUATE COLLEGE/UNIVERSITY	STATE	DATE GRADUATED	
(c) PENN STATE UNIVERSITY	PA	3/78	
NAME OF GRADUATE COLLEGE(S)/UNIVERSITY	STATE	DATE GRADUATED	
(d) PENN STATE UNIVERSITY	PA	5/80	

APPLICATION FOR PROFESSIONAL CREDENTIAL (PDE-4511)

FILE COPY FOR COLLEGE OF EDUCATION
RECORD OF APPLICATION*

NAME DR. / MISS / MS. / MRS. / MR. ______________________ DATE OF APPLICATION ______________

PERMANENT ADDRESS ______________________

(to which we will mail certificate) ______________________

____

____

HOME TELEPHONE NUMBER (   ) ______________ area code OFFICE TELEPHONE (   ) ______________ area code

SOCIAL SECURITY NUMBER ______________________

TYPE OF CERTIFICATE REQUESTED [Check appropriate type(s)]

___ Instructional I ___ Intern ___ Educational Specialist I ___ Supervisory I

___ Vocational I ___ Vocational II ___ Administrative I ___ Letter of Eligibility

MAJOR ______________ TEACHING OPTION ______________________ (requested area of certification)

DATE OF COMPLETION OF CERTIFICATION REQUIREMENTS ______________________

PSU ADVISER ______________________

STUDENT TEACHING PLACEMENT(S):

Grade Level(s) ______________ Subject(s) ______________

Grade Level(s) ______________ Subject(s) ______________

Have you passed the required certification exams:

Precertification Competency Exam on Educating the Handicapped		Yes ____	No ____	Date ______
PA Teacher Cert. Test (Basic Skills)	Only for initial Inst. I	Yes ____	No ____	Date ______
PA Teacher Cert. Test (General Knowledge)		Yes ____	No ____	Date ______
PA Teacher Cert. Test (Professional Knowledge)		Yes ____	No ____	Date ______
PA Teacher Cert. Test (Specialization Area)		Yes ____	No ____	Date ______

---

* This record form, filed in the Office of Certification at Penn State, is our permanent form retained after the credential request is mailed to PDE. Please fill in the lines that refer to your particular request. You may not need to complete every line since the form is used for all certificates, including Inst. I, Ed. Spec., Admin., etc.

FOR OFFICE USE ONLY

CERTIFICATE RECEIVED AND MAILED

__________ by __________

NOTE: IF PREPARED OUTSIDE PENNSYLVANIA FOR CERTIFICATE REQUESTED, USE FORM PDE-4511A (FORMERLY DEHE-280 A)

Detach this section from the application when mailing to: Bureau of Certification, Department of Education, 333 Market Street, Harrisburg, Pennsylvania 17108.

SECTION I. GENERAL INFORMATION FOR COMPLETION OF PDE-4511.

A. **The Commonwealth of Pennsylvania requires a nonreturnable fee for candidate transaction and processing of application. The fee will be retained by the Commonwealth whether or not the transaction results in the issuance of a certificate. All requests for candidate evaluation or certificate issuance must be accompanied by a fifteen dollar ($15.00) certified personal check or U.S. Postal Money Order made payable to: Commonwealth of Pennsylvania. Personal checks or cash cannot be accepted. No fee is required when requesting change of name only.**

IMPORTANT:

An applicant may be recommended for multiple subjects/fields by an approved Pennsylvania college or university on one application for a single fee. When an applicant is being recommended for an additional subject/field and simultaneously is requesting certificate renewal or conversion to permanent, he/she also may do so with a single application and one fee. However, when application for certification is under conditions requiring PDE candidate evaluation, a separate application and fee must be submitted for each subject/field evaluation requested.

A separate application (PDE-4511) and fee are required for: Emergency Certificate, Act 97 Waiver or Master's Equivalency Certificate.

B. Incomplete or incorrectly completed applications will be returned to the sender.

C. The signature of an examining physician [side B-box (f)] is required on all applications for the initial Pennsylvania certificate. It is not required on subsequent applications.

D. The recommending college code [side A-boxes (6-9)] should reflect the code number of the college or university most recently recommending the applicant for certificate(s) requested on this application.

E. Boxes (5-9) contain the certificate type and subject area and are to be completed only by the designated certification official of Pennsylvania colleges or universities.

F. **Colleges and Universities with approved programs may:**
1. Recommend for the level I certificate only unless the institution has a PDE approved intern certificate program in which case it may recommend that certificate also provided that the candidate does not already posses an Instructional Certificate.

   PDE will assume responsibility of conversion to level II, except the Vocational Instructional II, which requires an institutional recommendation.
2. Recommend an applicant for a Letter of Eligibility, an Administrative I, Vocational Administrative I or Supervisory I Certificate. However, the applicant must meet the established experience requirement as evaluated by the Bureau of Teacher Certification before the certificate is issued. Statements of verified and attested service should accompany the application form.

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SECTION II. TYPES OF PENNSYLVANIA CERTIFICATES

A. **The Instructional Certificate** is issued to a person whose primary responsibility shall be direct contact with learners in teaching-learning situations.

Grade Level	Subject
7-12	Accounting
K-12	Agriculture
K-12	Art
7-12	Biology
7-12	Chemistry
K-12	Chinese
7-12	Communication
7-12	Cooperative Education
7-12	Data Processing
7-12	Distributive Education
7-12	Driver Education
N-3	Early Childhood
7-12	Earth & Space Science
K-6	Elementary
7-12	English
K-12	Environmental Education
K-12	French
7-12	General Science
K-12	German
K-12	Greek
K-12	Health
K-12	Health & Physical Education
K-12	Hearing Impaired
K-12	Hebrew
K-12	Home Economics
K-12	Industrial Arts
K-12	Italian
K-12	Japanese
K-12	Korean
K-12	Latin
K-12	Library Science
K-12	Lithuanian
7-12	Marketing
7-12	Mathematics
K-12	Mentally and/or Physically Handicapped
K-12	Music
7-12	Physics
7-12	Physics and Mathematics
K-12	Polish
K-12	Portuguese
K-12	Reading Specialist
K-12	Russian
K-12	Sanskrit
7-12	Secretarial
7-12	Social Studies
K-12	Spanish
K-12	Speech Correction
7-12	Typewriting
K-12	Ukrainian
K-12	Vietnamese
K-12	Visually Impaired

Instructions for requesting the Instructional Certificate:

(Requires approved completion and institutional recommendation.)

SIDE A

Applicant shall complete boxes (1), (2), (3), (4), (10), (11), and (12); and provide name change data, if previously certified in Pennsylvania under a different name.

The designated certification official of the recommending Pennsylvania college shall complete boxes (6-9), if applicable.

SIDE B

Applicant shall complete boxes (a), (b), (c), (d), (e), and (g) and have physician complete box (f). (See Section I-C.)

The designated certification official of the recommending Pennsylvania college shall initial box (k) and complete boxes (l) and (m).

Instructions for requesting an additional area to an existing Pennsylvania certificate:

(Requires approved program completion and institutional recommendation.)

SIDE A

Applicant shall complete boxes (1), (2), (3), (4), (10), (11), and (12).

The designated certification official of the recommending Pennsylvania college shall complete boxes (6-9), if applicable.

SIDE B

Applicant shall complete boxes (a) through (e) and (g). A copy of the applicant's Pennsylvania professional certificate must be submitted.

The designated certification official of the recommending college shall initial box (k) and complete boxes (l) and (m).

B. **The Vocational Instruction or Vocational Intern Certificate** is issued to a person whose primary responsibility is vocational instruction within occupational/technical curricula. Areas of occupational competence are registered on this certificate.

Application is made by the candidate through a Pennsylvania college or university having an approved vocational teacher program. Additional areas of occupational competency are registered through the Occupational Competency Centers of such colleges.

BEST COPY AVAILABLE

Instructions for requesting the **Vocational Instruction** or the **Vocational Intern Certificate:**

Applicant and college/university official should follow the same instructions provided for Instructional I Certificate requests. (See Section II-A). The university completes the application in accordance with provisions of Pennsylvania Department of Education Administrative Manual (Feb. 1978) distributed for this purpose.

. The **Educational Specialist Certificate** is issued to a person whose primary responsibility shall be to render professional service other than classroom teaching.

rade Level	Area/Field
K-12	Dental Hygienist
K-6	Elementary School Guidance
K-12	Home and School Visitor
K-12	Instructional Media Specialist
K-12	Nutrition Program Specialist
K-12	School Nurse
K-12	School Psychologist
7-12	Secondary School Guidance
7-12	Social Restoration

Instructions for requesting the **Educational Specialist Certificate:**

Applicant and college/university official should follow the same instructions provided for **Instructional Certificate** requests. (See Section II-A).

Applicant must provide official transcripts, a copy of all certificates held, and pertinent letters of experience, if eligible to make application directly to the Bureau of Certification

. The **Supervisory Certificate** is issued to a person whose primary responsibility shall be to supervise educational programs and direct the activities of professional and nonprofessional employees in such programs.

Comprehensive Supervisory Certificates

Comprehensive Vocational Education
Curriculum and Instruction
Pupil Personnel Services

Requirements should be obtained from the Bureau of Teacher Certification before applying.

Single Area Supervisory Certificates

rt
ommunication (English)
ooperative Education
river Education
arly Childhood
ementary Education
nvironmental Education
oreign Languages
ealth
ealth & Physical Education
dustrial Arts
Instructional Media
Library Science
Mathematics
Music
Reading
School Guidance Services
School Health Services
School Psychological Services
School Social Services
Science
Social Studies
Special Education

Instructions for requesting the **Supervisory Certificate:**

Applicant and college/university official should follow the same instructions provided for **Instructional Certificate** requests. (See Section II-A).

The applicant must provide **evidence of 5 years of appropriate experience** in a letter(s) written by a superintendent of schools specifying the applicant's position title, inclusive dates of satisfactory experience, subjects and grade levels taught, types of certificates held, duties performed and quality of performance.

Applicant must provide a copy of all certificates held, including Level I Certificates.

. The **Administrative Certificate** is issued to a person whose primary responsibility shall be to direct, operate, supervise and administer the organizational and general education activities of a school.

Area/Field
Elementary Principal
Secondary Principal
Vocational Administrative Director

Instructions for requesting the **Administrative Certificate:**

Applicant and college/university official should follow the same instructions provided for Instructional Certificate requests. (See Section II-A)

The applicant must provide **evidence of 5 years of appropriate experience** in a letter written by a superintendent of schools specifying the applicant's position title, inclusive dates of satisfactory experience, subjects and grade levels taught, types of certificates held, duties performed and quality of performance.

Applicant must provide a copy of all certificates held including Level I Certificates.

F. **The District Superintendent's Letter of Eligibility** is issued to a person whose formal preparation and experience qualify the person for appointment and commissioning as:

Area/Field
District Superintendent
Assistant District Superintendent

Instructions for requesting the Superintendent's Letter of Eligibility:

Applicant and college/university official should follow the same instructions provided for **Instructional Certificate** requests (See Section II-A).

The applicant must provide evidence of 6 years of professionally certificated experience in the basic schools with a minimum of 3 years of supervisory or administrative experience in a letter(s) written by the current chief school administrator of such schools specifying the applicant's position title, inclusive dates of satisfactory experience, subjects and grade levels taught, types of certificates held, duties performed and quality of performance.

Applicant must provide a copy of all certificates held, including Level I Certificates.

G. **The Intermediate Unit Executive Director's Letter of Eligbility** is issued to a person whose formal preparation and experience qualify the person for appointment and commissioning as:

[Intermediate Unit Executive Director]

(1) Earned doctorate from a state approved college/university or

(2) Earned master's degree plus 40 semester hours of graduate work taken at an institution(s) approved for the preparation of a District Superintendent of Schools and

(3) Six years of appropriate experience in education work at the elementary, secondary, state department of education or state approved college/university level. Three (3) of these 6 years must have been served successfully in a management or supervisory capacity.

[Assistant I.U. Executive Director]

(1) Academic preparation is the same as required for the I.U. Exective Director's Letter of Eligibility.

(2) Experience requirements is the same as for the I.U. Executive Director except that managerial or supervisory experience is not required.

Instructions for requesting the **Intermediate Unit Executive Director's and Assistant I.U. Exective Director's Letter of Eligibility:**

Applicant should follow the same instructions provided for **Instructional Certificate requests.** (See Section II-A). **A college/university recommendation is not required.**

The applicant must provide evidence of 6 years of appropriate experience in a letter written by a superintendent of schools specifying the applicant's position title, inclusive dates of satisfactory experience, subjects and grade levels taught, types of certificates held, duties performed and quality of performance.

Applicant must provide official transcripts and a copy of all certificates held.

H. **An Intermediate Unit Program Specialist Certificate** is issued for professional service in consultative resource and program administrative service roles within an Intermediate Unit and for which another category of certification does not exist. Employees with this certificate supplement certificated staff of districts and schools within the intermediate unit or the IU's own operations.

I. **A School Program Specialist Certificate** is issued for specialized professional service in educational programs operated by any public school entity, when such service is not

Item 15. CERTIFICATION AREA. Use the Certification Area Code List on page 15. Put the code for your certification area in the section headed FIRST. Complete the section marked SECOND only if you plan to seek dual certification.

Item 16. ATTENDANCE PATTERN. Which of the following best describes your pattern of college attendance while working for the bachelor's degree? (If you are still working for a bachelor's degree, answer this question based on your history to date.) Attended:

0 single four-year college or university
1 two or more four-year colleges or universities
2 community or junior college and one college for upper-division work
3 community or junior college and two or more colleges for upper-division work

Item 17. COLLEGE AWARDING MASTER'S DEGREE. Use the College Code List. If you have not received a master's degree, do not grid this item.

Item 18. COLLEGE FOR TEACHER EDUCATION. Grid this item only if the institution where you took teacher preparation courses is different from those gridded in Items 11, 14, or 17. Use the College Code List.

SIDE 2

Item 19. YOUR MAILING ADDRESS. Your address must be complete and gridded accurately to ensure prompt processing of your admission ticket. Try to fit your address in the spaces provided, even if it is necessary for you to abbreviate. To indicate a space in your address, leave a box blank and fill in the diamond beneath that box. A completed portion of this item is reproduced here.

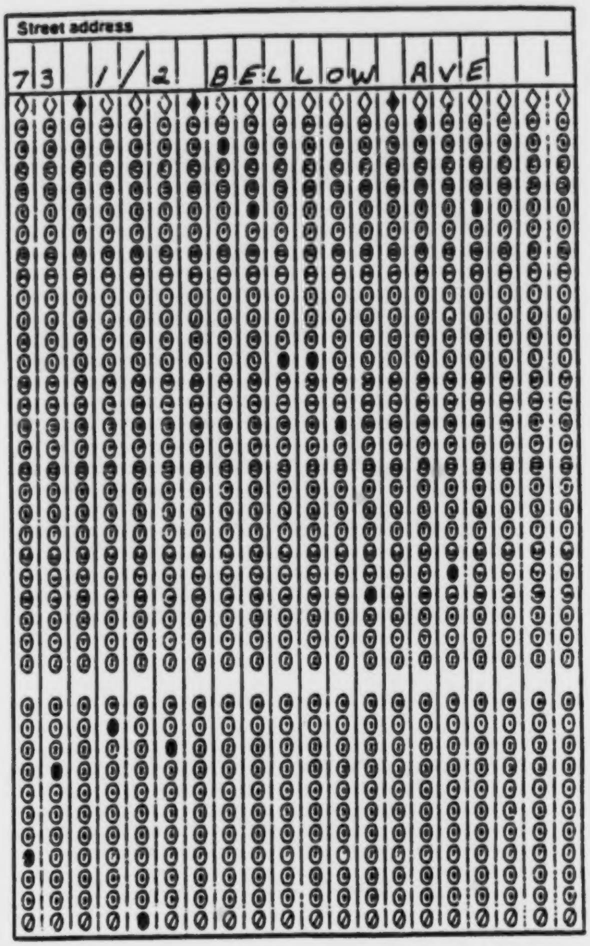
Item 20. FEES. (See fee schedule.) Fees are shown on the registration form. Figure out the total amount you owe according to the number of tests you will be taking and any special services you are requesting. Enter this amount on the "TOTAL" line; then, in the area beneath, enter and grid the total amount of money you are sending. Also follow the instructions at the end of the item. Please note that the Basic Skills tests are considered as one Core Battery test; also the fee for Basic Skills tests is the same if you are retaking only one or two of them.

Item 21. TEST DATE. You may register for only one two-day test period per registration form.

Item 22. CORE BATTERY TESTS. You may register to take one, two, or all of the PTCTP Core Battery tests as well as one Specialization Area test during one two-day test period. If you have previously taken and passed any of the Basic Skills series (writing, reading, and mathematics), you should register for only those tests that you have not yet passed.

If you are taking the General Knowledge test for the Vocational Instruction II Certification, be sure to grid the oval marked General Knowledge II.

Item 23. SPECIALIZATION AREA TESTS. If you are registering for a PTCTP Specialization Area test, fill in the oval for the specific test you wish to take. You may fill only one oval for this item **except for** Business Education certification candidates, who may register for the Comprehensive Business Education test and two of the business subject tests. If you have previously taken and passed any of the Business Education tests, you should register for only the tests that you have not yet passed.



Street address

7 3 1/2 BELLOW AVE

For some certification areas, candidates must take an NTE Programs Specialty Area test (see list on page 4). To register for NTE Programs tests, you must obtain an NTE Bulletin of Information and registration form, available from NTE Programs, Educational Testing Service, CN 6051, Princeton, NJ 08541-6051.

Note: Address correspondence concerning registration to Pennsylvania Teacher Certification Testing Program, Educational Testing Service, P.O. Box 23060, Oakland, CA 94623-2306. Special telephone number (800) 247-6046. (Hours for telephone calls Monday through Friday are 11:00 a.m. to 7:00 p.m., Eastern time.)

Fees

All fees noted here are subject to change.

One Core Battery test (including one or more of the Basic Skills series)	$28.00
Two Core Battery tests (same test session)	$38.00
Three Core Battery tests (same test session)	$48.00
Specialization Area test	$35.00

Special Service Fees (nonrefundable)

Registration Changes (plus fees for any additional tests; see page 9)	$13.00
Late Registration (plus regular registration fee; see deadline dates on back cover)	$13.00
Day-of-administration standby registration (plus regular registration fee; see page 9)	$20.00
Adding a test on the day of the administration (see page 9)	$10.00
Rescoring (score verification) service (see page 13)	$10.00
Each score report requested after the test administration (see page 13)	$ 9.00

Use a check or money order, payable to Pennsylvania Teacher Certification Testing Program, when submitting PTCTP fees. **Do not send cash.**

Special Arrangements for Taking the Tests

Monday Administrations

For individuals whose religious convictions prohibit them from taking tests on Saturdays, ETS will try to arrange an administration on the *Monday* immediately following a Saturday test date.

To request a Monday administration, submit with your registration form a letter signed by your minister or rabbi on his or her letterhead stationery confirming your affiliation with a recognized religious group that **observes its Sabbath on Saturday.** Fill in the space for the desired Friday/Saturday test session in item 21 on the registration form, and indicate your choices for test centers in item 7. Although we will do our best to accommodate you, it may be necessary to assign you to another test center. The name, address, and number of the Monday center will be printed on your admission ticket.

If you do not submit your registration form, fee, and confirming letter *together* postmarked by the deadline date for requesting a Monday administration (see calendar on back cover), it may not be possible to honor your request. Your registration form will be returned to you if it is not accompanied by the letter and fee.

Note: Day-of-administration standby registration is *not* permitted at Monday administrations.

Supplementary Test Centers

In establishing PTCTP test centers, the attempt was made to select an adequate number of convenient sites in or near Pennsylvania teacher training institutions.

ETS will try to set up a supplementary center for an educational institution located at least 50 miles from an existing center (see list on page 15 of this bulletin) if the institution can assure ETS that the total testing fees collected from examinees will be at least $450.

This service is provided only to institutions. To be considered for this service, the institution must send a letter of request postmarked six weeks prior to the administration date (eight weeks before, if institutional billing is desired). The required number of registration forms (with item 7 left blank) and the appropriate test fees must accompany the request.

Handicapped Individuals

If you have a visual, hearing, physical, or learning disability that would prevent you from taking a PTCTP test under standard conditions, you may request special arrangements. Complete a registration form and include a letter requesting special arrangements. Please include a statement from your physician describing the extent of your disability. Specify the kinds of arrangements you need. (You may have the assistance of a reader, an amanuensis, or both and additional time to complete the tests. Large-print versions of the tests are also available. *There are no braille or cassette versions of the PTCTP tests.*) Send your request to Pennsylvania Teacher Certification Testing Program, Educational Testing Service, P.O. Box 23060, Oakland, CA 94623-2306, and ETS will make reasonable efforts to accommodate your needs. If your request is approved, arrangements will be made for a test date and location and you will receive instructions.

If you do not submit your registration form, fee, and confirming letter *together* postmarked by the deadline date for requesting special arrangements (see calendar on back cover), it may not be possible to honor your request.

Please note that since these special administrations are conducted under varying conditions and for only a small number of individuals, the degree of comparability of the resulting scores with those achieved under standard conditions is not known. The recipients of your scores will receive a score report indicating that you took the test(s) under special conditions. Final responsibility for interpreting your scores will rest with the score recipient.

Important Note: If you have a handicap but could take the test(s) under standard conditions with the large print version or with only minor adjustments to the testing environment, you are urged to inform us of this. For example, you may need only wheelchair accommodations to be tested in the regular testing room or, if your hearing is impaired, to be seated where you can lipread the supervisor's verbal instructions or be given written instructions to follow. If such an arrangement would be appropriate for you, make your request in a letter and submit it with your registration form and test fee *before the registration closing date*. We will notify the test center of the accommodations needed.

NTE Programs policies on special arrangements may differ from those of the PTCTP. See the NTE Programs Bulletin of Information for information.

Changing Your Registration

After you have registered, you may find that you need to make a change in your registration. Two common changes and the procedure to use in making them are described in the following paragraph.

Test or Center Change

If you wish to change or add a test or to test at a different center, write to Pennsylvania Teacher Certification Testing Program, Educational Testing Service, P.O. Box 23060, Oakland, CA 94623-2306. Include your name, mailing address, the number on your admission ticket, and the test date. Describe the change(s) you wish to make. If you are adding a test, include a check or money order for the proper fee payment. The fee for changing your registration is $13 plus $10 for each test that you add. *Do not return your admission ticket, and do not submit another registration form.* After ETS receives your form and payment, and if it is possible to make the change(s) you requested, you will be sent either a new admission ticket or an authorization telegram or mailgram. If it is not possible to make the change(s), your payment will be returned to you.

Note: ETS cannot make any changes in your registration if it receives your request form after the late registration closing date given in the registration calendar (see back cover). You may take the PTCTP tests only on the dates for which you are registered. To take the PTCTP on another date, you must submit a new registration form and the full fee.

Day-of-Administration Standby Registration

You should make every effort to register for a PTCTP test by the appropriate date shown in the registration calendar on the back cover. However, in an emergency, it may be possible for you to test at a regularly scheduled administration even if you have not registered beforehand. Day-of-administration standby testing will be allowed *only* if sufficient space, test materials, and supervisory staff are available after all normally registered persons have been admitted. **Do not attempt to reserve standby testing space in advance by telephoning a test center supervisor; supervisors have neither the authority nor the information necessary to admit anyone until the day of the test.**

If you wish to attempt to be tested as a standby registrant, be prepared to pay the regular fee for each test you take *and* the $20 standby service fee. The $20 standby fee must be paid only once, whether you take one, two, three, or four tests at the same two-day administration session. You will have to submit a check or money order, made payable to PTCTP; **cash cannot be accepted.** Complete a registration form and have it ready for the supervisor at the test center.

If you are admitted as a standby for any PTCTP Core Battery sessions, you must submit separate payment for **each session** ($48 for the first session, which includes the standby service fee, an additional $10 for the second, and an additional $10 for the third). The supervisor cannot accept one check for all sessions unless he or she knows that a test book will be available for you for each session.

If you have registered ahead of time for one PTCTP test and decide later to take additional tests during the same two-day testing period (or if you preregistered for one Specialization Area test and wish to take a different one), you may do so as a standby (if the test center can accommodate you) without incurring the $20 service fee. **Use the registration number on your admission ticket in marking your answer sheet for the added or different test(s).**

Please note that standby testing is not possible for handicapped persons because of the need to make special arrangements with test supervisors far ahead of the test date.

Absentees

If you are unable to take the test or tests for which you registered, you may request a partial refund. Such a request must be *received* at ETS within 60 days after the test date. Fees cannot be transferred from one date to another; you will have to submit the correct fee again if you register for another administration.

Requesting a Refund

Check the refund request box on your admission ticket and mail it to Pennsylvania Teacher Certification Testing Program, Educational Testing Service, P.O. Box 23060, Oakland, CA 94623-2306. You will be refunded $5 for each test.

The PTCTP refund policy reflects the fact that a substantial portion of the processing cost is incurred regardless of whether you actually take a test or decide to have your scores reported. For example, after your registration form is received, it is checked for accuracy and completeness, machine-scanned, and processed by various clerical departments and computer equipment to ensure your assignment to a test center where a space is reserved for you. If you decide not to take PTCTP tests for which you registered, these initial costs must still be recovered.

Please do not request a refund until *after* the test date, and allow six weeks for receipt of your refund. Requests received by ETS more than 60 days after the test date will not be honored.

Registering for a Later Test Date

Obtain and complete a *new* registration form for the new date you select and send the form to ETS with the necessary fee. Follow the regular registration procedures. PTCTP will not transfer a registration from one test date to another.

Before the Test Date

During the 30-day period preceding the test date, you will receive your admission ticket and descriptive material for each test you registered to take. Your admission ticket is good *only* for the examination(s), test date, and test center printed on it. If you are assigned to a center other than the ones you requested, it is most likely that the seating capacity at those centers was reached before your registration was received or that you incorrectly completed item 7 on your registration form. *Double-check item 7 when you register to be sure you enter the correct test center numbers.*

Your admission ticket and registration number are not transferable. If you lose your admission ticket, contact ETS immediately to request authorization to take the test(s).

You will be able to correct errors in your name, address, social security number or date of birth on the admission ticket, which will be collected at the test center on the day of the test.

Studying for PTCTP Tests

Because the PTCTP tests sample from the domains of knowledge included in large segments of the teacher education curriculum, the best preparation for taking the tests should be the knowledge and experience you have gained from your teacher preparation program. Materials providing brief content outlines and sample questions for the appropriate PTCTP tests will be sent to you with your admission ticket. No claim is made that these materials will increase your scores; however, they provide some broad suggestions about content areas you may want to review before the test date and may reduce your anxiety about the tests.

On the Day of the Test

What to Take to the Test Center

Be sure to take the following to the test center:

- photobearing identification, such as a student identification card, driver's license, or passport. **If you do not present identification with a photograph, you will not be admitted.** If you do not have photobearing identification, you may make one by asking your college dean's office to affix a recent photo of you to official college stationery, then have the dean sign the paper and impress the school seal over your picture. If you are not a college student, you may create an acceptable ID by affixing a recent photo of yourself to clean white paper, signing the paper, and having the paper notarized; the seal must overlap your photo.

On the day of the test administration, Educational Testing Service may photograph or videotape examinees as they check in or during the actual test administration. This procedure does not eliminate the requirement for appropriate identification documents.

- your admission ticket or other official authorization
- several No. 2 (soft-lead) pencils
- an eraser
- a watch, in case your examination room does not have a clock in full view of all examinees

Test Center Regulations

In addition to other regulations and procedures noted in this bulletin, you will be expected to comply with the following at the test center. These regulations are required to ensure that all test takers will be treated fairly.

- If a test has more than one timed section, during the time allowed for each section, you may work *only* on that section.
- Except for ETS-authorized observers, visitors are not permitted in an examination room while testing is in progress.
- The test center supervisor is authorized to dismiss you from a test for any of the following reasons:

—Unauthorized admission
—Creating a disturbance
—Giving or receiving help
—Working on one section of a test during the time allotted for another or working on any part of a test after time has been called
—Attempting to remove testing materials or notes from the examination room

If you do not have positive identification, if you use unauthorized aids, or if you do not follow the testing procedures, you may be dismissed from the test center and/or your test scores may be canceled by ETS.

- **No one will be admitted to the examinations after testing has begun.**
- Because of the necessity for standardized conditions, **modifications of these schedules are not possible.**

Test Center Schedule

Test Sessions 1 and 2—First Day

8:20 a.m. (no later)—Registrants report for Professional Knowledge
9:00 a.m. (approx.)—Test begins
11:00 a.m. (approx.)—Test ends
11:00 a.m.-12:20 p.m.—Lunch
Because luncheon facilities may not be conveniently located to the test center or may not have the capacity to serve large groups in a limited time, you may wish to bring your lunch.
12:20 p.m. (no later)—Registrants report for Specialization Area Test
1:00 p.m. (approx.)—Tests begin
3:00 p.m. (approx.)—Tests end (except Business Education)*
4:00 p.m. (approx.)—Business Education Test ends

*The Business Education test will require approximately three hours.

Test Sessions 3 and 4—Second Day

8:20 a.m. (no later)—Registrants report for Basic Skills
9:00 a.m. (approx.)—Writing Test begins
10:10 a.m. (approx.)—Reading Test begins
11:10 a.m. (approx.)—Mathematics Test begins
12:00 a.m. (approx.)—Test ends
12:00 a.m.-1:00 p.m.—Lunch (see note above)
1:00 p.m. (no later)—Registrants report for General Knowledge I and II
1:40 p.m. (approx.)—Test begins
3:40 p.m. (approx.)—Test ends

What Not to Take to the Test Center

During a PTCTP test administration, you may have nothing on your desk but your test book, answer sheet, pencils, and eraser. You may work out problems in the margins of the test book (but not on the answer sheet). Do not take the following to the test center: books; a slide rule, calculator or calculator watch, compass, or ruler; a dictionary; papers of any kind; recording or photographic devices. If you are found using such materials, you will not be permitted to continue the test. Note that, in some centers, smoking will not be permitted.

Also, do not take chewing gum, candy, or any food (other than your lunch) to eat during the administration.

Visitors

No visitors are permitted in the testing room. Relatives, friends, and representatives of the press or other media must remain outside until the test administration is over and all examinees have been dismissed.

Test-taking Strategy

Read the directions carefully. Work as rapidly as you can without being careless. Do not waste time pondering questions you find extremely difficult or unfamiliar; within a separately timed section of a test, no question carries greater weight than any other. If you finish a section before time is called, you should go back to questions in that section about which you were uncertain. Both the PTCTP Core Battery and the Specialization Area tests are designed so that even people who do very well on them are not likely to know the answer to every question.

You may wonder whether you should pay any attention to the pattern of answer choices (A, B, C, etc.) that develops as you mark your answer sheet. Even a person who is answering questions confidently might be concerned if a particular answer choice failed to appear at all or if a very long sequence of identical answer choices appeared. Furthermore, some test-taking guides, which are not prepared by Educational Testing Service or the Pennsylvania Department of Education, advise examinees to choose or avoid entirely certain answer choices or patterns of answer choices.

In view of the way in which the PTCTP tests are constructed, it is not a good idea to follow any test-taking strategy that is based on the assumption that any particular pattern of answer choices will or will not appear in a test. In general, test makers strive for patterns of answer choices that are similar to those that would typically occur by chance. Also, the order and distribution of answer choices vary from test to test, so a test-taking strategy based on the distribution of choices in one version of a test may be counterproductive if used for another version.

ETS employs extensive quality control procedures throughout the development of test questions and the preparation of final tests. In spite of its thoroughness, however, typographical errors or item flaws sometimes occur. If a flawed item is discovered in a test edition before scores on that edition have been reported, that item will be excluded from scoring; that is, it will not count toward your score. Such items might be in any position in any test edition. If you suspect a problem and want to question a test item for any reason, please report it to the test center supervisor or write to the following address immediately after taking the test:

Pennsylvania Teacher Certification
Testing Program Director
Educational Testing Service
CN 6796
Princeton, NJ 08541-6796

Please include the name of the test, the test date, the name (or number) of the center where you took the test, and, if possible, the number of the test item being questioned.

Marking the Answer Sheet

PTCTP answer sheets (except for the essay portion of the Basic Skills test of the PTCTP Core Battery) are scored by machine. Accuracy in scoring is a result of accurate machine scanning, which in turn depends both on the extent to which examinees properly grid their answer sheets and the completeness of their erasures. Scanning discrepancies occur infrequently. These are usually the result of the machine scanner misinterpreting an incomplete erasure as an intended response or misinterpreting a light or partial mark as an unintended response.

The machine-scoring process is subject to systematic, careful quality controls, including rescoring a sample of the answer sheets by hand. To assure accurate scoring, you—as an examinee—are responsible for completing your answer sheet properly. You must:

- Use a No. 2 (soft-lead) pencil.
- Mark all your answers on the separate answer sheet. Answers recorded in the test book will not be scored.
- Be careful to mark the space that corresponds to the answer you have chosen for each question. Also make sure you mark your answer in the row numbered the same as the number of the question you are answering.
- Mark only one answer to each question. If you mark more than one, the question will be considered as an omission.
- Be sure each mark is dark and completely fills the intended space; light or partial marks may not be read correctly by the scanning machine.
- Accurately grid all test or test form codes.
- Erase all unintended marks completely.

It is your responsibility to make certain that you understand and follow the directions for completing your answer sheet. ETS can accept responsibility for scoring your answer sheet accurately only if it is completed in accordance with these directions. Additional statements about scoring policies, practices, and reporting may be found below and on the following pages.

> **Important note:** If you are taking more than one PTCTP Core Battery test, **be sure to fill out the identification information (particularly your name) on each answer sheet in exactly the same way.** Failure to do so could result in some of your scores not being sent to the Certification Bureau or your institution.

Should You Guess?

On PTCTP tests your score is based on the number of questions you answer correctly—that is, the number for which you choose the best answer from among the choices given. On these tests there is no subtraction for incorrect answers. **Therefore, if you are uncertain about the answer to a question on any of the tests, you should make an attempt at the answer rather than not respond at all.** You risk nothing by trying to answer each question, but if you do not respond, you lose the chance to increase your score by making a lucky guess.

For advice on guessing strategy for the NTE Programs Specialty Area tests, see the NTE Bulletin of Information.

PTCTP Scores and Score Reports

A single score is reported for each test. Most PTCTP test scores are reported on scales that range from 300 to 390. Although scores on the various tests look alike, scores on different tests should not be compared. To help the user remember that they are different, the scores are reported with two- or three-letter codes to identify them—for example, AE for Art Education, GKV for General Knowledge II. There are separate scales for the tests that are shorter (Basic Skills Writing, Reading, and Mathematics; the Business Education tests; and the language pedagogy tests). These scales range from 200 to 250, and the score for each test is also preceded by a two- or three-letter code.

The NTE Specialty Area test scores are reported on scales that range from 250 to 990, with the score intervals set at 10.

While every effort is made to keep the difficulty level of each edition of a test the same, slight differences in difficulty do occur. The method of calculating reported PTCTP test scores is intended to take these differences into account, so that a given reported score represents about the same level of achievement—as measured by the test—regardless of when the test was taken or what edition was administered.

The examinee score report from a specific administration will contain detailed information about the test(s) you took at that administration only. For the PTCTP Core Battery tests, the score report will present the total number of questions in each of the Basic Skills components (Writing, Reading, and Mathematics) and in each subsection of General Knowledge I and II (social studies, literature and fine arts, and science). The report will also present the number and percent of those questions that you answered correctly, the number and percent you answered incorrectly, the number omitted, and the number not reached. For the Professional Knowledge test the report will present the content categories measured by the test, the number of questions from the edition you took that belong with each category, and for each category the number and percent of the questions you answered correctly, the number and percent you answered incorrectly, the number omitted, and the number of questions you did not reach.

The report for each Specialization Area test will also present content categories for the test and list the number and percent of questions answered correctly or incorrectly and the number omitted and not reached.

These score reports are designed to provide detailed information to help you better understand your performance on PTCTP tests. However, it is important to note that the detailed score information applies to a particular edition of a given test and therefore cannot usually be compared with those given on different test administration dates.

Essay Scoring

Examinees who take the Basic Skills Writing test are given 30 minutes to write an essay on an assigned topic. The essays

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position in programs operated directly by IU's and AVTS's as well as school districts.

Application for the **Intermediate Unit Program Specialist Certificate** or the **School Program Specialist Certificate** is a two-step process requiring:

(1) Initial Bureau of Certification receipt and approval of a proposed Program Specialist position description and title; and

(2) Subsequent Bureau of Certification receipt and approval of a certificate application and supporting credentials.

Step I

(1) I.U. Executive Director or Superintendent of Schools shall complete three (3) copies of your proposed position description and title and submit them to the Bureau of Certification for review.

—Unapproved position descriptions will be returned to you with suggested amendments or

—All three (3) copies of the approved position description will be returned to you with the appropriate PDE approval.

Step II

Having received the approved position descriptions, submit the following:

(2) A completed PDE-4511 Application For Professional Personnel Certificate.

SIDE A

Intermediate unit executive director or superintendent of schools shall complete boxes (1), (2), (3), (4), (5), (10), (11), and (12).

SIDE B

Applicant shall complete boxes (a) through (d) and (g) and have physician complete box (f). (See Section 1-C.) Intermediate unit executive director or superintendent of schools shall complete boxes (e), (h) and (i).

(3) A fifteen dollar certified personal check or U.S. Postal Money Order.

(4) A copy of the applicant's valid Pennsylvania professional certificate(s). (Prerequisite for issuance of the School Program Specialist Certificate.) (While a Pennsylvania Professional Certificate is not a prerequisite for issuance of the I.U. Program Specialist Certificate, it is helpful in assessing a candidate s qualifications.)

(5) A letter written by the Intermediate Unit Executive Director or Superintendent of Schools attesting that the applicant meets the academic and experience requirements established for the approved program specialist position.

(6) One copy of the PDE approved position description.

—The Bureau of Certification will retain this document with the applicant's official file.

—When the program specialist certificate is received from the Bureau of Certification, attach one copy of the approved job description to a copy of the certificate and place them in the district or intermediate unit file for purposes of audit.

—The remaining copy should be attached to the original program specialist certificate and given to the teacher.

J. The **Temporary Letter of Certification for Resource Specialist** may be issued at the request of an employing school district to a competent specialist in any area of knowledge in order to enable the schools of the Commonwealth to use the services of non-certified personnel for supplemental instruction under the supervision of a certified teacher. The service shall be part-time and shall not exceed 300 clock-hours during a school year.

Instructions for requesting the **Temporary Letter of Certification for Resource Specialist:**

SIDE A

Superintendent of schools shall complete boxes (1), (2), (3), (4), (5), (10), (11), and (12).

SIDE B

Applicant shall complete boxes (a), (e) and (g) and have a physician complete box (f). (See Section I-C).

Superintendent of Schools shall sign box (i). The superintendent must provide a letter stating that the applicant will serve part-time under the supervision of a certificated teacher and will not exceed 300 clock-hours during a school year.

K. An **Emergency Certificate for Exchange Teacher** is issued to a foreign national who holds foreign license or certification to legally qualify that person to teach in the schools of this state under a bona fide teacher exchange program for the single school year in which it is issued. The employing school should contact the Bureau in advance for guidance. Ususual advance preparations are customarily required.

IMPORTANT: Official educational credentials such as transcripts and teaching license must be translated into the English language by an official interpreter prior to submission with this application. U.S. Department of Education documentation (in the English language) is acceptable in lieu of officially translated credentials.

Instructions for requesting an **Emergency Certificate for Exchange Teacher:**

SIDE A

Superintendent of schools shall complete boxes (1), (2), (3), (4), (5), (10), (11), and (12).

(A Social Security Number can be obtained in advance for employment purposes.)

SIDE B

Applicant shall complete boxes (a), (e) and (g) and have a U.S. licensed physician complete box (f).

Superintendent shall sign box (i).

In addition, the superintendent must provide a letter stating the name and regular assignment of the district employee who is participating in the exchange program. The superintendent also must provide copies of forms and letters pertaining to the exchange.

L. An **Emergency Certificate** is required to legally qualify a person to teach in the schools of this Commonwealth when the employing school faces a staffing emergency and cannot attract, recruit, and employ appropriately certificated teachers. An Emergency Certificate also is issued as evidence of waiver of certification requirements under provisions of Act 97 (1979).

A Documentation Form (available from the Bureau of Certification) must be completed and attached to Form PDE-4511 when: (1) an Emergency Certificate is requested, or (2) waiver of certification under Act 97 (1979) is requested.

Instructions for requesting the **Emergency Certificate:**

SIDE A

Superintendent of schools shall complete boxes (1), (2), (3), (4), (5), (10), (11), and (12).

Official transcripts must accompany application.

SIDE B

Applicant shall complete box (g) and have physician complete box (f) (See Section I-C).

Superintendent of schools shall complete boxes (a), (c), (d), (e), (h) and (i).

Complete and attach documentation worksheet.

M. The **Intern Certificate** is issued in an area appropriate to the recommendation given by a college/university holding PDE approval to recommend the intern certificate for such area and in which area program the candidate is enrolled.

Instructions for requesting the **Intern Certificate:**

SIDE A

Applicant shall complete boxes (1), (2), (3), (4), (10), (11) and (12).

The designated certification official of the recommending Pennsylvania college shall complete boxes (5) and (6).

SIDE B

Applicant shall complete boxes (a) through (e) and (g) and have physician complete box (f). (See Section I-C).

The designated certification official of the recommending Pennsylvania college shall initial box (i) and complete boxes (l) and (m).

N.

CERTIFICATE CONVERSION INSTRUCTIONS:

Example: Conversion of Intern Certificate to Instructional I Certificate.

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SIDE A

Applicant shall complete boxes (1), (2), (3), (4), (10), (11) and (12).

The designated certification official of the recommending Pennsylvania college shall complete box (6).

SIDE B

Applicant shall complete boxes (a) through (e) and (g). A copy of the applicant's Pennsylvania professional certificate must be submitted.

The designated certification official of the recommending Pennsylvania college shall initial box (k) and complete boxes (l) and (m).

REMEMBER: The Intern Certificate cannot be renewed.

DUPLICATE CERTIFICATE INSTRUCTIONS:

SIDE A

Applicant shall complete boxes (1), (2), (3), (4), (10), (11) and (12).

SIDE B

Applicant shall complete boxes (a) through (e) and (g). Write the word "Duplicate" in box (e).

Instructions for requesting CHANGE OF NAME:

(No fee required when requesting "Change of Name" only)

SIDE A

Applicant shall complete boxes (1), (2), (3), (4), (10), (11) and (12). In addition, applicant shall list all former names in Box (13). The applicant will receive a completely new composite certificate listing all currently valid areas held.

SIDE B

Applicant shall complete boxes (a) through (e) and (g) and enter the words "Name Change" in box (e).

A copy of all applicant's Pennsylvania professional certificate must be submitted.

Superintendent of schools shall complete box (i) in its entirety.

(Note: Persons who are not currently employed by a public school entity must provide a notarized statement which attests to the fact that their name has been changed.)

PERMANENT CERTIFICATE or CERTIFICATE RENEWAL INSTRUCTIONS:

SIDE A

Applicant shall complete boxes (1), (2), (3), (4), (10), (11) and (12).

SIDE B

Applicant shall complete boxes (a) through (e) and (g).

(All official transcripts and letters of "in-service credit" completion necessary to verify qualifications for certification and a copy of the applicant's Pennsylvania professional certificate must be submitted with application.

The chief school administrator shall complete boxes (h) and (i) in their entirety, except for certificate renewal. Applicants for the College Permanent or Instructional II Certificate must have completed 3 years of satisfactory service in Pennsylvania in one or more of the areas of instruction endorsed on the College Provisional or Instructional I Certificate.

Applicants for the College Permanent (in specialist or administrative areas of endorsement), Educational Specialist II, Supervisory II, or Administrative II Certificate must have completed 3 years of satisfactory service in Pennsylvania in the area of endorsement which is to be converted to permanent status.

In cases where the applicant has completed experience in more than one school organization, documentary evidence of the total number of years of satisfactory experience required for the certificate requested must accompany the application.

Renewal of Vocational Instructional I and Conversion to Vocational Instructional II Certificate.

The application is completed and processed under provisions of Section II-O except that the application must be processed through the institution at which the applicant is enrolled in the vocational teacher program. The designated university certification official will complete the application in accordance with provisions of PDE Administrative Manual (Feb. 1978).

S. **MASTER'S DEGREE EQUIVALENCY CERTIFICATE INSTRUCTIONS:**

SIDE A

Applicant shall complete boxes (1), (2), (3), (4), (10), (11), and (12).

SIDE B

Applicant shall complete boxes (a) through (e), and (g). All official college transcripts and letters of "in-service credit" completion necessary to verify qualifications for certification and a copy of the applicant's Pennsylvania professional certificate must be submitted with application. (Candidates who hold only a Vocational Instructional I Certificate must submit a statement from the university certification officer verifying that all course requirements for the Vocational Instructional II Certificate have been met.)

T. **VOLUNTARY DELETION**

The holder of a valid Pennsylvania Professional Certificate (for public school service) who seeks voluntary deletion of any area of certification for which such certificate has been endorsed shall complete Form PDE-4511 Application for Professional Personnel Certification following the general instructions (Section I) of that application and those additional instructions.

Annually, betwen October 1 and December 31, any holder of a Pennsylvania certificate may request and the Department will grant the deletion of any area for which the certificate is endorsed if either of the following conditions is met:

a. The applicant has not taught in the area for which deletion is sought within the previous ten years.

b. The applicant is not a regularly employed full-time teacher of a public school entity.

In all other cases, an applicant requesting the removal of any area for which the certificate is endorsed must secure the approval of the local board of school directors. If such approval is granted, then the Department will delete the area from the certificate. If such approval is denied by the local school authority, the applicant shall have the right to appeal to the Department. In any such appeal, the burden is on the applicant to show lack of current subject matter competency.

VOLUNTARY SUBJECT AREA DELETION INSTRUCTIONS:

SIDE A

Applicant shall complete boxes (1), (2), (3), (4), (10), (11), (12), and (13), if applicable.

SIDE B

Applicant shall complete boxes (a) through (e) and (g).

Applicant shall enter the words "Voluntary Deletion" in box (e).

The application form should be completed to show the name currently used by the applicant, if different from that on the issued certificate, and the name of the employing school entity.

When applicable, the applicant must include a copy of his/her letter of request to the local board of school directors seeking approval of his/her voluntary deletion of endorsement areas for which deletion is being sought.

When applicable, the written response of the local board of school directors to the applicant — whether officially approving or disapproving the requested voluntary deletion(s) — shall also be submitted with the application.

The applicant shall provide an affidavit that:

(1) The requestor is the holder of the certificate from which deletion of areas of endorsement is being requested;

(2) Cites the areas of endorsement for which voluntary deletion is requested; and

(3) When applicable, avers that the applicant has not served in any endorsement area for which voluntary deletion is requested during the past ten (10) years in any public school entity of Pennsylvania.

Only endorsement areas as these appear on the certificate can be deleted. A deletion will not be made which in effect changes the grade-level or subject area scope of the separate and original endorsement to the certificate.

When the Bureau of Certification has received an application to voluntarily delete an area of certification and such application has been submitted directly by the applicant without processing through the employing school entity, the bureau will notify the school entity of such receipt in order to: (a) afford it an opportunity to contest the accuracy of the applicant's notarized statement, and (b) notify the school entity that, unless contesting action is made and upheld, the deletion action will be granted (and the school entity will be aware of that pending action before making future assignment of said employee).

1987-88
BULLETIN OF INFORMATION

Test Administration Dates	
Professional Knowledge Specialization Area	Basic Skills General Knowledge I and II
June 19, 1987	June 20, 1987
October 9, 1987	October 10, 1987
March 18, 1988	March 19, 1988
June 17, 1988	June 18, 1988

This bulletin does not contain sample test questions. See "Studying for PTCTP Tests" on page 10 for more information.

PTCTP
PENNSYLVANIA
TEACHER
CERTIFICATION
TESTING
PROGRAM

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You will save time if you read this bulletin carefully before addressing questions to us. You can also help us help you by following the directions in the *Bulletin* and by entering all information requested on the various forms correctly, completely, and consistently. *It takes time to correct errors, complete omissions, and reconcile inconsistencies—time that could delay your registration for PTCTP tests or the reporting of your scores.*

If you have questions about certification requirements in the Commonwealth of Pennsylvania, contact:

Bureau of Teacher Preparation and Certification
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 787-2967

If you have questions about registration or the test administration that are not answered in this bulletin, call (800) 247-6046. Phone lines are open Monday through Friday between 11:00 a.m. and 7:00 p.m., Eastern time. Or write to:

Pennsylvania Teacher Certification Testing Program
Educational Testing Service
P.O. Box 23060
Oakland, CA 94623–2306

Questions Most Likely To Be Asked by PTCTP Examinees

To find the answer to a particular question, turn to the page indicated.

- Who must take the PTCTP tests? See page 4.
- Which tests must I take? See page 4.
- Are special arrangements available for handicapped persons? See page 8.
- I've already sent in my registration form. How can I make a change? See page 9.
- The administration is next week, and I haven't registered yet. Can I be admitted as a standby registrant on the day of the administration? See page 9.
- I missed the test date for which I registered. Can I get a refund? How can I register for another test date? See page 9.
- When will I receive my admission ticket? See page 10.
- What materials can I study before taking a PTCTP test? See page 10.
- What do I need to be admitted to the test center? See page 10.
- I have no photo-bearing identification. What should I do? See page 10.
- What do my scores mean? See page 12.
- When will I receive my test scores? See page 13.
- How do I have my scores canceled? See page 14.

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Introduction

History

In September 1984, the Pennsylvania State Board of Education approved an amendment to Chapter 49 of the Pennsylvania Code requiring all teacher candidates seeking their first Instructional I certification after May 31, 1987 to demonstrate that they have successfully completed examinations in their program specialization, basic skills, professional knowledge, and general knowledge as requisites for certification approval. The Pennsylvania Teacher Certification Testing Program (PTCTP) was developed to meet the requirements of the State Board regulation, Section 49.18 of Chapter 49.

The following tests have been developed and will be administered *three times a year*, roughly coinciding with graduation dates of the more than eighty institutions of higher education which conduct teacher training programs.

Persons Required to Take the PTCTP

Any person seeking initial Instructional I certification on or after June 1, 1987 must pass the examinations as part of the requirement for certification. Persons already holding a valid Pennsylvania Instructional I or II, or a Vocational Instructional I or II Certificate are exempt from the tests.

Any person seeking Instructional I certification in more than one certification area can take only one Specialization Area test at any given administration. Candidates with questions concerning multiple certification should contact the Pennsylvania Department of Education at the address listed on the inside front cover of this Bulletin.

Beginning June 1, 1987, individuals seeking an Intern Certificate must present evidence of having passed the Basic Skills, General Knowledge I, and Specialization Area tests. Upon completion of the approved intern program, candidates must pass the Professional Knowledge test before being granted an Instructional I certificate. Those already enrolled in the intern program as of June 1, 1987, will be required to take the full PTCTP Core Battery and a Specialization Area test to receive an Instructional I Certificate.

PTCTP Core Battery Tests

- **Basic Skills (three separate tests)**
  - Writing
  - Reading
  - Mathematics
- **General Knowledge I (one test)**
  - Social Studies
  - Literature/Fine Arts
  - Science
- **General Knowledge II (one test)**
  - Social Studies
  - Literature/Fine Arts
  - Science
- **Professional Knowledge**

Candidates seeking the Vocational Instructional I Certificate must pass the Occupational Competency assessment* and the PTCTP Basic Skills series.

PTCTP Specialization Area Tests

Agriculture
Art Education
Biology
* Business Education-Comprehensive
Accounting
Data Processing
Marketing
Office Technology
Secretarial
Chemistry
Communication
Cooperative Education
** Early Childhood Education
Earth and Space Science
** Education in the Elementary School
English: Literature, Language, and Composition
Environmental Education
Foreign Language Pedagogy
** General Science-Biology and General Science
** General Science-Chemistry, Physics, and General Science
Health
Health and Physical Education
** Home Economics Education
** Industrial Arts Education
** Library Media Specialist
Marketing and Distributive Education
** Mathematics
** Music Education
Physics
** Reading Specialist
Safety Education/Driver Education
** Social Studies
Special Education-Hearing Impaired
Special Education-Mentally/Physically Handicapped
Special Education-Speech/Language Impaired
Special Education-Visually Impaired

* Candidates for certification in this area must pass the Comprehensive Business Education test plus two of the five specific business area tests listed directly below.

** These specialization tests are NTE Programs Specialty Area tests, and must be taken at an NTE test administration. If you are required to take one of these examinations you can obtain the NTE Bulletin of Information from your institution or by writing to: NTE Programs, Educational Testing Service, CN 6051, Princeton, NJ 08541-6051.

NTE Programs also provides a Core Battery, which is not the same as the PTCTP Core Battery. You may not substitute NTE Programs Core Battery tests for the PTCTP Core Battery requirement.

Candidates seeking the Vocational Instructional II Certificate must pass the PTCTP Professional Knowledge and General Knowledge II tests.

Vocational Intern candidates will be required to pass the Occupational Competency assessment.*

EXCEPTIONS:

Candidates who apply for certification prior to June 1, 1987 and have the appropriate required credentials are not required to take the tests for certification.

The Pennsylvania Department of Education plans to make provisions for those exceptional instances where candidates' test scores may not be immediately available for the issuance of a certificate. Questions regarding such situations should be directed to the Department at the address listed on the inside front cover of this Bulletin.

Eligibility

Persons are eligible to take any of the PTCTP tests at any point during or after attendance at a postsecondary institution.

Retaking the Tests

Any of the PTCTP tests may be retaken as many times as the candidate desires. If you fail any of the three components of the Basic Skills series, or any of the Business Education tests, you will have to retake and pass only that test component or test in order to be considered eligible for certification.

The Tests

The PTCTP tests are standardized, secure examinations that provide objective measures of the knowledge required of candidates for teacher certification in the state of Pennsylvania.

Pennsylvania's testing program includes the PTCTP Core Battery tests and 37 Specialization Area tests, most of which are approximately two hours long. The Core Battery includes three tests: Basic Skills, General Knowledge I (for Instructional I Certificate candidates) or General Knowledge II (for Vocational Instructional II Certificate candidates), and Professional Knowledge. The Basic Skills test is a series of three one-hour tests in reading, mathematics, and writing. As part of the writing test, examinees are required to write an essay. The General Knowledge tests include questions on literature and fine arts, science, and social studies. The Test of Professional Knowledge includes questions related to the social and cultural forces that influence curriculum and teaching as well as questions dealing with general principles of learning and instruction.

The Specialization Area tests, (see complete list on page 4), measure understanding of the content and methods applicable to the separate subject areas. For some of the certification areas the candidate will be required to take an NTE Programs Specialty Area test.

When you receive your admission ticket, you will also receive descriptive material (including sample questions) about the PTCTP Core Battery test(s) and/or the Specialization Area test for which you registered.

The Pennsylvania Department of Education is responsible for setting all program policies involving the development, administration, and use of the PTCTP tests.

Educational Testing Service (ETS) administers the PTCTP for the Pennsylvania Department of Education.

The PTCTP tests were developed with the assistance of recognized authorities in specific subject fields. Test development committee members were selected from nominations submitted by Pennsylvania school district administrators, deans of Colleges of Education, appropriate state professional associations and state department personnel; the NTE Programs tests were developed by nationally based committees.

Validity of the PTCTP Tests

The validity of the examinations relates to the content of teacher education programs and to knowledge judged important for beginning teachers to have. The evidence for this validity exists in several different forms. First, for the newly developed tests, the test specifications or content outlines were developed by authorities who are knowledgeable about current Pennsylvania standards for college curricula and about the practice of teaching in Pennsylvania in each field tested. Second, studies are being conducted investigating the relationship between the tests and the curricula of Pennsylvania colleges, and between the tests and the job of the beginning teacher in Pennsylvania. The relationships found in the various studies will report on the agreement between the tests and the curricula of these knowledge domains, as well as between the tests and the requirements of the job of the beginning teacher.

For the NTE Programs Specialty Area tests, panels of Pennsylvania educators representing both higher and basic education reviewed each test question in terms of curricula in Pennsylvania colleges, and in terms of the job of the beginning teacher in Pennsylvania. Only those NTE tests showing a high degree of correspondence with Pennsylvania programs and standards were selected by the State Department of Education for use in the PTCTP.

Test Registration

General Information

To register for PTCTP tests, complete all items on both sides of the registration form inserted in the envelope at the center of this bulletin.

To register for NTE Programs Specialty Area tests (see list on page 4) you must complete a separate NTE Programs registration form, which is included in the NTE Bulletin of Information available from NTE Programs, Educational Testing Service, CN 6051, Princeton, NJ 08541-6051. Please note that NTE Core Battery tests may not be substituted for the PTCTP Core Battery.

Note that the first administration of the PTCTP is scheduled during the 1986-87 academic year, on June 19 and 20, 1987. During the 1987-88 academic year the tests are scheduled for October 9 and 10, 1987, March 18 and 19, 1988, and June 17 and 18, 1988. NTE Programs Specialty Area tests are usually given in April, July and November.

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*For further information contact the Occupational Competency Assessment Coordinator at one of the four assessment sites: University of Pittsburgh, Temple University, Pennsylvania State University, or Indiana University of Pennsylvania.

Mail your form in the inserted envelope in time to meet the appropriate closing date shown on the back cover. Early registration is to your advantage. If you register late, the test center of your choice may be filled, and you will be assigned to the nearest available center.

Your registration form will be machine-processed and must be accurately completed to ensure rapid and efficient processing. The basic registration instructions are printed on the form itself; additional instructions are given in the next section. Also, please note:

- Where required, you must *both* print information in boxes *and* fill in or "grid" the corresponding ovals. Information that is not gridded cannot be interpreted by the document scanning machine. If you make changes, be certain to erase completely.
- Sign and date the registration form. **Signing and submitting a registration form means that you agree to accept the conditions set forth in this bulletin concerning the administration of the test and the reporting of test results.**

Forms that are filled out incorrectly and *forms received without the correct fees* will be returned. (See fee schedule on page 8.)

Instructions for Completing the Registration Form

The following instructions will help you accurately complete the form.

SIDE 1

Item 1. NAME. Print your name, one letter to a box, omitting apostrophes, hyphens, and spaces. (Examples: LEVAN, *not* Le Van, and DORIO, *not* D'Orio.) If you are a married woman, give your own first name, not your husband's. (Example: Baker Mary J rather than Baker, Mrs. Albert Thomas.) Then grid the letters of your name in the corresponding ovals. Please use the same form of your name in all correspondence with ETS and on all your answer sheets.

If you have changed your name since the last time you registered and would like your name updated on PTCTP records, please enclose with your registration form a letter indicating your former name, new name, social security number, and date of birth. Your most recent test date would also be helpful.

Item 2. YOUR DATE OF BIRTH. Print and grid the numerals for your date of birth.

Item 3. GENDER. Grid the appropriate box.

Item 4. SOCIAL SECURITY NUMBER. Since testing program files may contain the results of individuals with identical names and dates of birth, your social security number is requested as a means of unique identification. While entering your social security number is optional, it is strongly recommended, because it helps to assure accuracy of processing if needed.

Item 5. PRIOR TESTS. Have you previously taken any of the PTCTP tests? Fill in the oval for "yes" or "no".

Item 6. PTCTP RESULTS. Fill in the oval for "yes" for the State of Pennsylvania in order to submit your scores for certification. If you wish your test scores sent to a Pennsylvania institution that you attend, fill in the oval for "yes". If you do not fill in the "yes" or "no" oval, **your scores will be sent** to the State of Pennsylvania and to your institution.

Item 7. TEST CENTER. From the Test Center list (page 15 in this bulletin) choose the center where you would like to take the PTCTP tests. Enter and grid the center's four-digit number in the area under the heading FIRST CHOICE. *Double-check to be sure you entered the correct center number.* Under SECOND CHOICE enter and grid the four-digit number of your second choice test center.

Item 8. STATEMENT. Read and copy the statement in Item 8 in your own handwriting and sign your full name. Write the phone number at which you can be reached during the day.

Item 9. ETHNIC GROUP. Fill in the bubble that best describes you.

Item 10. COLLEGE STATUS. Use the following code numbers:

0 Am currently an undergraduate student (full- or part-time)
1 Am currently a graduate student (full- or part-time)
2 Have not attended college/university in last two years
3 Have not attended college/university in last 3-9 years
4 Have not attended college/university in last 10-20 years
5 Have not attended college/university for more than 20 years

Item 11. YOUR COLLEGE. Use the College Code List on page 15 to answer items 11, 14, 17, and 18. Note that there are special code numbers for out-of-state and out-of-country institutions.

Item 12. EDUCATIONAL LEVEL. Use the following code numbers and select the highest level applicable:

0 Freshman
1 Sophomore
2 Junior
3 Senior
4 Bachelor's Degree
5 Post Baccalaureate
6 Master's Degree
7 Post Master's Degree
8 Doctorate
9 Post Doctorate

Item 13. GPA. Describe your current (or undergraduate) cumulative GPA using the following code numbers:

0 3.50—4.00
1 3.00—3.49
2 2.50—2.99
3 2.00—2.49
4 Less than 2.00

Item 14. COLLEGE AWARDING BACHELOR'S DEGREE. Use the College Code List. If you have not received a bachelor's degree do not grid this item.

are scored holistically—on the basis of the total impression they make—and examinees are not penalized for failing to complete them in the time allowed. The purpose of the exercise is to give examinees the opportunity to demonstrate how well they can write unified paragraphs, organize ideas, develop a logical argument, provide specific examples, express ideas precisely, use complete sentences, and spell and punctuate correctly.

Each essay is read and rated on a scale from one to six by two trained readers working independently. The score the essay receives is the sum of the two readers' ratings and is combined with the scores in the multiple-choice parts of the test for reporting. Essays that are clearly "off-the-topic" are rated "0".

Accuracy of PTCTP Test Scores

Test scores are not absolutely precise measures; therefore, each score has associated with it a degree of error known as measurement error and commonly expressed as the standard error of measurement. The standard errors of measurement are different for each test. An interpretation of the standard error of measurement is as follows: If a person could be tested an infinite number of times without benefitting from the practice, about two out of every three reported scores would be expected to fall within the range from one standard error of measurement below the average or "true" score to one standard error of measurement above the "true" score.

In general, the standard errors of measurement for the NTE Programs Specialty Area tests are about 20 to 30 points. (At the time this bulletin was printed, values for the PTCTP tests had not yet been determined.) For example, when a person is identified with a true score of 520 on an NTE Programs Specialty Area test that has a standard error of 20 points, it is quite likely that the examinee who earned that score on one occasion might achieve a score between 500 or 540 if retested under the same conditions, and somewhat likely that another measurement of the same person might differ by more than 20 points from 520. (These values pertain to the NTE Programs Specialty Area test scales which range from 250 to 990.) Knowledge of the standard errors of measurement should alert score recipients to avoid using small score differences as a basis for making decisions about examinees.

How Scores Are Reported

For each PTCTP test you are entitled to a copy of your scores, a copy for the Pennsylvania State Department of Education, and a copy for the college you are attending. If you **do not** want your scores reported to these agencies, you must so designate on your registration form.[*]

Your examinee score report will be mailed within six weeks after the test date to the address you indicated on your registration form; please allow at least six weeks before inquiring about scores.

Because the PTCTP tests measure current academic achievement, older scores present special interpretation problems. Therefore, scores from the 1987-88 testing year will be available for reporting on additional score reports only through October 1, 1993.

ETS, on behalf of the PTCTP, reserves the right to refrain from sending score reports (1) to those found to have violated guidelines for proper score use (see *Guidelines for Proper Use of NTE Tests*), and (2) to those against whom a complaint of violation has been made, pending ETS's inquiry (on behalf of the Pennsylvania Department of Education) into the claimed violation.

Rescoring Service

PTCTP answer sheets are routinely scored by machine. When examinees follow the directions given for marking their answer sheets, the machine-scoring process is virtually 100 percent accurate. Nevertheless, an occasional examinee may feel that his or her scores are incorrect and want to have them verified.

Within 90 days after the date on which you took a PTCTP test, you may have your originally reported score(s) verified through a process that involves confirming your identity and hand scoring your questioned answer sheet(s). The fee for this special service is $10 for each answer sheet.

To request this service, write to PTCTP Program, Educational Testing Service, P.O. Box 23060, Oakland, CA 94623-2306, "Attention: Rescoring Services" with a postmark no later than 90 days after the test date. (Telephone, telegram, and mailgram requests will not be accepted.) Provide a photocopy of your score report with your request, or provide the following information: full name (include former name if you have changed your name since taking the test), gender, mailing address, date of birth, social security number, and test date. A request with incomplete information, without your signature, or without the correct fee will be returned to you. Make your check or money order payable to PTCTP. **Do not send cash.**

If a discrepancy is found between the hand-scored and the machine-scored results, the ETS hand-scored results (which may be higher or lower than the originally reported scores) will be final. The rescoring results, along with a refund of the rescoring service fee, will be sent to you (and to the score recipients you designated on your answer sheet) within four weeks after receipt of your request.

Note: Requests for rescoring the essay portion of the Basic Skills test cannot be honored.

Additional Score Reports

If, at any time after you take a PTCTP test, you wish to have your scores reported to institutions or agencies you did not list on your answer sheet (or to have earlier scores reported), you must send a letter to ETS. Include your name (your former name if you have changed your name since taking the test), gender, mailing address, date of birth, social security number, and test date. Additional score reports will be issued to the designated recipient approximately three weeks after the request is received by ETS.

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[*] Remember that you must designate the college you are attending on your registration form if you want ETS to send scores to that institution.

When examinees ask ETS to send additional score reports for a recent administration to institutions and agencies, they thereby automatically authorize ETS to report scores from the most recent test date as well as scores from up to four previous test administrations (counting any for which they registered but were absent) since (and including) June 1987. These could include PTCTP Core Battery and/or Specialization Area administrations.

Include the appropriate fee ($9 for each report requested) with your request, and mail it to Pennsylvania Teacher Certification Testing Program, Educational Testing Service, P.O. Box 23060, Oakland, CA 94623-2306. If you fail to enclose the full fee, your letter or additional score report request form will be returned to you. Please note that under no circumstances will ETS honor a telephone, telegram, or mailgram request to send your scores to a designated recipient.

Confidentiality of Information

The PTCTP recognizes the right of individuals to control the information about them that may be stored by ETS. Its policies are designed to safeguard information about examinees from unauthorized disclosure.

To protect your right to control the distribution of your scores, reports will be released only at your specific written request; *every recipient must be designated by you in writing,* either on your registration form, on an additional score report request form, or by other written correspondence. Otherwise, ETS will not release your scores except (1) at the request of your college or university or the Pennsylvania Department of Education for use in research studies that preserve your anonymity, or (2) under compulsion of legal process.

Uses of PTCTP Scores

Passing scores for the examinations will be established by the Pennsylvania State Department of Education. Please contact the Pennsylvania State Department of Education's Bureau of Teacher Preparation and Certification if you have any inquiries about its requirements and the use of your scores in the certification process.

Cancellation of Scores by Examinees

ETS cannot honor your request that previous, specific scores be deleted from your permanent score record. It will, however, honor your request that your scores from a test administration be canceled, *provided the request is postmarked by the Friday following that administration.* The best way for you to request score cancellation is to notify the test supervisor in writing before you leave the testing room. If you send a letter or telegram requesting that scores be canceled, it should be addressed to Pennsylvania Teacher Certification Testing Program, Educational Testing Service, P.O. Box 23060, Oakland, CA 94623-2306, "Attention: PTCTP Score Cancellation Section." Please note that ETS will not honor a telephone, telegram, or mailgram request to cancel your scores.

If you cancel your score, you will not receive a refund of test or score report fees, and you will have to submit a new registration form and fee if you want to take the test(s) again. **Score cancellation requests received after the following Friday will not be honored.** Once scores have been canceled, they will not be reported to you or to anyone else, and they will not be reinstated on your record.

Cancellation of Scores by ETS for the PTCTP

Educational Testing Service is obligated to report scores that accurately reflect the performance of the examinee. For this reason, ETS maintains test administration and test security standards designed to assure that all examinees are given the same opportunity to demonstrate their abilities and to prevent some examinees from gaining an unfair advantage over others because of testing irregularities or misconduct. ETS routinely reviews irregularities and test scores believed to be earned under unusual or nonstandard circumstances.

ETS reserves the right to cancel any test score if the examinee engages in misconduct, if there is a testing irregularity, or if ETS believes there is reason to question the score's validity. Before test scores are canceled for misconduct, the examinee is notified and given an opportunity to provide additional information. When test scores are canceled because of irregularities, such as improper timing or defective materials, the examinee is given an opportunity to take the test again as soon as possible and with no additional test fees.

ETS may also cancel test scores whose validity is questioned because the scores may have been obtained unfairly. Before taking this action, however, ETS notifies the examinee of the reasons for questioning the score and gives him or her an opportunity to:

- provide additional information
- confirm the questioned score by taking the test again with no additional test fees
- authorize ETS to cancel the score and refund all test fees

In addition, the examinee can request third-party review of the matter by:

- asking any recipient to review the information and make its own decision about accepting a score that may be invalid
- asking that a member of the American Arbitration Association arbitrate ETS's action

Reviews of questionable scores by ETS are confidential. If it is necessary to cancel a score that has already been reported, score users are notified that the score is canceled, but the reasons for ETS's actions are not disclosed.

Test Center List

City	Code	Institution
Bloomsburg	1700	Bloomsburg University
Bradford	1704	University of Pittsburgh at Bradford
California	1708	California University
Cheyney	1712	Cheyney University
Clarion	1716	Clarion University
East Stroudsburg	1720	East Stroudsburg University
Edinboro	1724	Edinboro University
Indiana	1728	Indiana University
Kutztown	1732	Kutztown University
Lock Haven	1736	Lock Haven University
Mansfield	1740	Mansfield University
Millersville	1744	Millersville University
Philadelphia	1748	LaSalle University
Philadelphia	1752	Temple University
Philadelphia	1780	Villanova University
Pittsburgh	1756	Duquesne University
Pittsburgh	1760	University of Pittsburgh
Scranton	1764	Marywood College
Shippensburg	1768	Shippensburg University
Slippery Rock	1772	Slippery Rock University
State College	1776	Pennsylvania State University
Waynesburg	1784	Waynesburg College
West Chester	1788	West Chester University

Certification Area Code List

01	Agriculture
02	Art
03	Biology
04	Business Education (Accounting, Office Technologies, Data Processing, Marketing, Secretarial)
05	Chemistry
06	Communication
07	Cooperative Education
08	Early Childhood Education
09	Earth and Space Science
10	Elementary Education
11	English
12	Environmental Education
13	Foreign Language
14	General Science
15	Health
16	Health and Physical Education
17	Home Economics
18	Industrial Arts/Technology Education
19	Library Science
20	Marketing and Distributive Education
21	Mathematics
22	Music
23	Physics
24	Reading Specialist
25	Safety Education/Driver Education
26	Social Studies
27	Special Education (Hearing Impaired, Mentally/Physically Handicapped, Speech and Language Impaired, Visually Impaired)
28	Vocational Education

College Code List

This list includes all institutions that have been assigned reporting codes by the PTCTP. If you attended an institution from another state or country, use the codes provided at the end of the list.

2004	Albright College
2008	Allegheny College
2021	Allentown College of St. Francis DeSales
2007	Alliance College
2431	Alvernia College
2606	Antioch University of Philadelphia
2039	Beaver College
2646	Bloomsburg University of Pennsylvania
2048	Bryn Mawr College
2050	Bucknell University
2071	Cabrini College
2647	California University of Pennsylvania
2706	Capitol Campus of the Pennsylvania State University
2421	Carlow College
2074	Carnegie-Mellon University
2079	Cedar Crest College
2081	Chatham College
2082	Chestnut Hill College
2648	Cheyney University of Pennsylvania
2649	Clarion University of Pennsylvania
2087	College Misericordia
2150	Combs College of Music
2186	Dickinson College
2194	Drexel University
2196	Duquesne University
2650	East Stroudsburg University of Pennsylvania
2220	Eastern College
2651	Edinboro University of Pennsylvania
2225	Elizabethtown College
2270	Gannon University
2273	Geneva College
2275	Gettysburg College
2277	Grove City College
2278	Gwynedd-Mercy College
2297	Holy Family College
2320	Immaculata College
2652	Indiana University of Pennsylvania
2934	Johnstown Campus of the University of Pennsylvania
2341	Juniata College
2353	King's College
2653	Kutztown University of Pennsylvania
2361	Lafayette College
2363	La Salle University
2364	Lebanon Valley College
2366	Lehigh University
2367	Lincoln University of the Commonwealth of Pennsylvania
2654	Lock Haven University of Pennsylvania
2372	Lycoming College
2655	Mansfield University of Pennsylvania
2407	Marywood College
2410	Mercyhurst College
2411	Messiah College
2656	Millersville University of Pennsylvania
2417	Moore College of Art
2418	Moravian College
2424	Muhlenberg College
2628	Neumann College
2645	Pennsylvania College of Optometry
	Pennsylvania State University
2706	Capitol Campus
2660	University Park
2664	Philadelphia Colleges of the Arts
2676	Point Park College
2769	Robert Morris College
2763	Rosemont College
2797	Saint Francis College
2801	Saint Joseph's University
2806	Saint Vincent College
2812	Seton Hill College
2657	Shippensburg University of Pennsylvania
2658	Slippery Rock University of Pennsylvania
2820	Susquehanna University
2821	Swarthmore College
2906	Temple University
2910	Thiel College
2926	University of Pennsylvania
	University of Pittsburgh
2934	Johnstown
2927	Pittsburgh
2929	University of Scranton
2931	Ursinus College
2957	Villa Maria College
2959	Villanova University
2967	Washington and Jefferson College
2969	Waynesburg College
2659	West Chester University of Pennsylvania
2975	Westminster College
2642	Widener University
2977	Wilkes College
2979	Wilson College
2991	York College of Pennsylvania
0549	Other Pennsylvania postsecondary institutions
0550	All out-of-state colleges and universities
0551	All out-of-country institutions

Official Postal Service Abbreviations

FOR STREET ADDRESSES	
Apartment	APT
Avenue	AVE
Boulevard	BLVD
Box	BX
Broadway	BDWY
Circle	CI
Court	CT
Drive	DR
East	E
Fort	FT
Garden	GDN
Headquarters	HQ
Heights	HTS
Highway	HWY
Lake	LK
Lane	LN
Mount	MT
Mountain	MTN
North	N
Parkway	PKY
Place	PL
Point	PT
Port	PRT
Road	RD
Route	RT
South	S
Street	ST
Terrace	TER
Trail	TRL
Trailer	TRLR
Turnpike	TPKE
West	W

FOR STATES AND TERRITORIES	
Alabama	AL
Alaska	AK
American Samoa	AS
Arizona	AZ
Arkansas	AR
California	CA
Canal Zone	CZ
Caroline Islands	TT
Colorado	CO
Connecticut	CT
Delaware	DE
District of Columbia	DC
Florida	FL
Georgia	GA
Guam	GU
Hawaii	HI
Idaho	ID
Illinois	IL
Indiana	IN
Iowa	IA
Kansas	KS
Kentucky	KY
Louisiana	LA
Maine	ME
Marshall Islands	TT
Maryland	MD
Massachusetts	MA
Michigan	MI
Minnesota	MN
Mississippi	MS
Missouri	MO
Montana	MT
Nebraska	NE
Nevada	NV
New Hampshire	NH
New Jersey	NJ
New Mexico	NM
New York	NY
North Carolina	NC
North Dakota	ND
Northern Mariana Islands	CM
Ohio	OH
Oklahoma	OK
Oregon	OR
Pennsylvania	PA
Puerto Rico	PR
Rhode Island	RI
South Carolina	SC
South Dakota	SD
Tennessee	TN
Texas	TX
Utah	UT
Vermont	VT
Virginia	VA
Virgin Islands	VI
Washington	WA
West Virginia	WV
Wisconsin	WI
Wyoming	WY

FOR CANADIAN PROVINCES AND TERRITORIES	
Alberta	AB
British Columbia	BC
Labrador	LB
Manitoba	MB
New Brunswick	NB
Newfoundland	NF
Northwest Territories	NT
Nova Scotia	NS
Ontario	ON
Prince Edward Island	PE
Quebec	PQ
Saskatchewan	SK
Yukon Territory	YT

Registration Calendar for 1987-88

For the Examinations On	**June 19-20, 1987**	**Oct. 9-10, 1987**
Regular registration closes	May 18, 1987	Sept. 7, 1987
Late registration closes	May 22, 1987	Sept. 11, 1987
Special Requests Deadline	May 8, 1987	Aug. 29, 1987
For the Examinations On	**Mar. 18-19, 1988**	**June 17-18, 1988**
Regular registration closes	Feb. 15, 1988	May 16, 1988
Late registration closes	Feb. 19, 1988	May 20, 1988
Special Requests Deadline	Feb. 5, 1988	May 6, 1988

NOTE: Pay particular attention to the closing dates for the test date you have selected. Your registration form or request must be postmarked by the appropriate date. Extensions of closing dates cannot be granted under any circumstances. A form received too late to process for the requested date or a form received without the proper fee will be returned. You will be charged the [illegible] late fee if your form is postmarked between the regular registration closing postmark date and the late registration closing postmark date.

Pennsylvania Teacher Certification Testing Program
Educational Testing Service
CN 6776
Princeton, NJ 08541-6776

Appendix G

Job Placement

PENNSTATE

Division of Curriculum and Instruction
College of Education

Chambers Building
The Pennsylvania State University
University Park, PA 16802

March 21, 1988

Dear School District Superintendent:

Enclosed please find a description of Penn State's Comprehensive Bilingual Early Childhood Teacher Education Project. Our teachers have completed the certification exams for the state of Pennsylvania and we anticipate that our masters level teacher educators will graduate in August, 1988.

One of the goals of our project is to service limited English proficient young children and their parents within the Commonwealth of Pennsylvania. We are currently seeking job placements for these teachers and would like to know how the program might be able to serve your School District. Can you help us on this matter by answering and returning the enclosed questionnaires?

Thank you very much for your kind attention to this matter. We hope to be able to serve children and parents within the Commonwealth of Pennsylvania, with your continued support and assistance.

Sincerely,

Lourdes Diaz Soto

Lourdes Diaz Soto, Ph.D.
Bilingual Early Childhood
Project Director

LDS:ksr

Enclosures

An Equal Opportunity University

Penn State's Comprehensive Bilingual
Early Childhood Teacher Education Program

Dr. Lourdes Diaz Soto, Project Director

QUESTIONNAIRE

1. Do you anticipate any openings in your School District or Agency for such personnel this year?

   ___ Yes ___ No

2. Would you be interested in interviewing any of our candidates?

   ___ Yes ___ No

3. Can you recommend a School District, Agency or contact person who would be interested in such personnel?

   ___ Yes ___ No

   If so, please indicate names and telephone numbers where they can be reached.

   Name:______________ Tel.#______________

   Name:______________ Tel.#______________

4. Can you recommend prospective candidates for our program (2.7 undergraduate grade point average, Elementary Education Certification oral and written English/Spanish proficiency)?

   ___ Yes ___ No

   Is so, please indicate their name and address below.

   Name:______________ Address:______________________________

   Name:______________ Address:______________________________

* * *

Name and telephone number of individual responding to this questionnaire:

____

____

____

Dr. Scalzi
Placement Office
March 25, 1983

SECURING A POSITION IN EDUCATION

Penn State
Career Development
and Placement

EDUCATION CAREER SERVICES OFFICE (ECS)
CAREER DEVELOPMENT AND PLACEMENT CENTER
408 FLOOR BOUCKE BUILDING
THE PENNSYLVANIA STATE UNIVERSITY
814-865-5131

Personal consultations with the Education Career Services Officer are available in Boucke Building. Call 865-2377 for an appointment.

COUNSELOR EDUCATION (CN ED) 303

A one-credit course which includes step-by-step preparation for those who plan to enter the educational job market.

It is offered Fall and Spring Semesters.

For further information, contact the Education Career Services Officer, 408 Boucke, or call 865-2377.

SECURING A POSITION IN EDUCATION

Page Contents

- A Counselor Education 303
- B Contents
- 1 Suggested Six-Point Checklist For Job Seekers
- 2 Preparation For Teaching in Pennsylvania
  - 1) Public School Certification
  - 2) National Teacher Examinations (NTE)
- Education Career Services Office (ECS)
  - 1) Credentials Service for Educators
    - a) Registration
    - b) Fees
    - c) Reactivation of Credentials
  - 2) Job Search Aids
    - a) Position Vacancies Lists
    - b) Pennsylvania Education Directory
    - c) Patterson's American Education
    - d) ASCUS: Directory of Public School Systems
    - e) Sargent's Directory for Exceptional Children
    - f) Sargent's Schools Abroad of Interest to Americans
    - g) Sargent's Private Schools
    - h) ASCUS: A Job Search Handbook for Educators
    - i) Reference and bulletin board materials
    - j) The Chronicle of Higher Education
    - k) Education Week
  - 3) On-Campus Interviews With Educational Employers
- Commercial Teacher Placement Agencies
- 5 Professional Associations and Other Placement Organizations
  - 1) Professional Associations
  - 2) Other Placement Organizations
- Careers in Government, Business, and Industry: Resources Available in the Career Development and Placement Center
- 7 Interstate Certification Agreements
- 8 Addresses: Bureaus of Teacher Certification
- 9 The Education Job Search
- 10 The Essence of A Job Search
- 11 Job Search Time Frame
- 12 Educational Employers' Time Frame for Hiring Educators
- 13 Resume Example
- 14 Cover Letter Example
- 15 A Job Search Log
- 17 The Interview in Education
- 19 Example: Follow-up Letter After A Personal Interview

SECURING A POSITION IN EDUCATION

The primary purpose of this booklet is to provide a concise reference of helpful information for the graduate trained to become an elementary or secondary school teacher or administrator and, to a lesser degree, for those seeking positions in higher education. Also included is information on the resources of the Career Development and Placement Center available to those who might decide to apply their training as educators to careers in government, business, or industry.

Suggested Six-Point Checklist For Job Seekers

1) Initiate your job search by semester-break before your last semester at Penn State.

    a) Do not limit yourself geographically, in school responsibilities, class size, or grade level you are willing to teach.

    b) Seek job vacancy information and announcements from newspapers, your student teaching building principal, your faculty advisor, the educational vacancy lists published weekly by the PSU Educational Placement Office (ECS) and posted regularly in the Student Affairs Office, 181 Chambers Building, the Career Development and Placement Center (CDPC) bulletin board in Chambers Gallery, and other sources mentioned on the following pages.

    c) Conduct your own systematic job search by mailing a resume and a cover letter (see pages 13 and 14 for examples) to the personnel officers or chief school administrators of schools in which you are interested.

2) Register with ECS, 4th Floor, Boucke Building, towards the end of the semester preceding your last PSU semester, in order to establish your education credentials. These are essential for anyone planning a job search in the field of education.

3) If applicable, plan to take the National Teachers Examination, (see page 2).

4) During Spring Semester, sign up in ECS for on-campus interviews with public school district recruiters. Announcements of recruiter visits are posted in the offices of relevant academic departments, and the Career Development and Placement Center bulletin board in Chambers Gallery.

5) Submit an Application for Certification to the PSU Teacher Certification Office, 181 Chambers Building, by the end of the third week of the semester in which you are to be graduated (students who have student teaching practicums during their last semester should do this before leaving for their student teaching assignments).

6) During your senior year, make an appointment with the ECS Officer for a personal consulation to review your job search strategy. Call 865-2377 or see the appointments receptionist on the 4th Floor of Boucke Building.

Preparation For Teaching In Pennsylvania

1) Public School Certification

The staff of the Office of Certification and Educational Services, 181 Chambers Building (814-865-0488), should be contacted for information regarding Pennsylvania and out-of-state certification requirements.

Those seeking certification and employment outside of Pennsylvania are referred to Interstate Certification Agreements, on page 7 of this booklet, and to the list of state teacher certification offices on page 8.

2) National Teacher Examinations (NTE)

Some Pennsylvania school districts, particularly those in the larger cities, require teacher applicants in a number of academic disciplines to submit NTE scores. This is also true of the larger cities in other states. In the past, Philadelphia, Pittsburgh, and Scranton have been among them. Several other school districts have simply encouraged applicants to submit NTE scores with their applications.

Application forms, dates, places of examination, and further information for the NTE are available in the Office of Certification and Educational Services, 181 Chambers Building, which administers the Examination on campus for Penn State students.

Education Career Services Office (ECS)

The ECS Office is a division of the Career Development and Placement Center. It is located on the 4th floor of Boucke Building (tel.: 865-5131) and offers the following services and resources.

1) Credentials Service for Educators

Credentials are used by educational institutions at all levels in the evaluation of prospective employees. A typical credentials file contains a registrant's personal data form, professional recommendations, PSU transcript, and an evaluation report of his/her student teaching experiences. Credentials files are maintained as active or inactive, and, when on active status, are mailed to employers on request (see (b) Fees).

Registrants who provide a supply of stamped, self-addressed envelopes are mailed weekly issues of an educational vacancies list useful in the search for a position in education.

Note: Requests for copies of transcripts should be made to the Records Office in 112 Shields Building, and not with ECS.

a) Registration. Any PSU student or alumnus is eligible to register for the credentials service. However, since the service is intended to aid registrants find employment with educational institutions, or educational positions within other types of institutions, only persons so interested should register.

Registration is accomplished through the completion of a registration packet obtained from and returned to ECS. Students are encouraged to register towards the end of the semester preceding their last PSU semester. Graduate students and alumni should register at least six months prior to the date they hope to be employed.

b) Fees. Matriculating students are charged no registration fee for a period extending one year beyond their date of registration with ECS. Alumni are assessed a registration fee of twenty dollars per year.

c) Reactivation of Credentials. Alumni who desire to reactivate their credentials may do so by completing the appropriate packet of forms obtained for this purpose in ECS. The fee of twenty dollars entitles the registrant to receive credentials services for an additional year.

2) Job Search Aids: references and directories helpful in locating educational employers.

a) Position Vacancies Lists. The list is published weekly and available free of charge in ECS. It includes vacancies of public and private school teaching and administrative positions, higher education faculty and administrative positions, and some overseas educational positions. All registrants who provide a supply of stamped, self-addressed envelopes are mailed the vacancy lists. Vacancy notices, from which the lists are compiled, are received from institutions located throughout the U.S. and from several agencies handling overseas positions.

ECS also has available vacancy lists published by some thirty other U.S. institutions of higher education representing the education job market in most geographical areas.

b) Educators seeking positions in Pennsylvania may consult the current Pennsylvania Education Directory. The Directory lists all public and nonpublic schools, Area Vocational Technical Schools, State-Owned and State-Aided schools, all institutions of higher education, schools in correctional institutions, and all Intermediate Units.

c) Patterson's American Education. A guide to all U. S. public and private schools, colleges, universities, professional, vocational, and preparatory institutions, with information on State Departments of Education.

d) ASCUS: Directory of Public School Systems in the United States. A listing, by state, of all public school systems in the U.S.

e) Sargent's The Directory for Exceptional Children. A listing of educational and training facilities dealing with exceptionalities in children.

f) Sargent's Schools Abroad of Interest to Americans. A directory of brief descriptions of foreign elementary and secondary schools which are international in character.

g) Sargent's Private Schools. A reference work including institutions on all educational levels.

h) ASCUS: A Job Search Handbook For Educators. A booklet containing articles on careers in education and on the recruiting process, with advice on how to conduct a job search. Published by the Association for School, College, and University Staffing, this publication includes sections on resume writing, interview preparation, overseas teaching opportunities, alternatives to a career in education for education majors, and how to deal with a tight job market. Free copies are available.

i) Reference and bulletin board materials. Announcements of U.S. and overseas positions, public and private placement agencies, plus shelved informational materials on school districts, vacancy listings, and other useful materials are available for use on a walk-in basis.

This Office also maintains a glass-enclosed bulletin board, containing similar materials, in the first floor Gallery area of Chambers Building.

j) The Chronicle of Higher Education. An educational journal published weekly throughout most of the year, features a large classified section of advertisements of open educational positions in U.S. colleges and universities.

k) Education Week. A weekly journal similar to (J) above, dealing with timely issues of interest to professionals in elementary and secondary education, and featuring a section advertising open positions.

3) On-Campus Interviews With Educational Employers

From January through May, representatives of school districts come to the University Park Campus to interview and recruit educators. The on-campus schedules of these recruiters are posted in the ECS, in appropriate academic departments, and on the bulletin board in Chambers Gallery. Interview "sign-up" books are placed in the ECS two weeks in advance of recruiter visits to campus.

Commercial Teacher Placement Agencies

Registrants with these private firms are charged an enrollment or investigation fee and, if placed in a position by an agency, a commission which is usually a percentage of the first year's salary. Applicants are urged to secure adequate information from any agency of this type so as to understand fully their contractual arrangements before making a commitment. Many of these agencies are members of the National Association of Teachers' Agencies, an accrediting organization of private commercial teachers' agencies.

Professional Associations and Other Placement Organizations

1) Professional Associations

Educators often become active in professional associations identified with their areas of specialization. Some of these offer placement services. Information on the activities of any of these associations should be available from faculty who hold membership, attend professional meetings and conferences, and subscribe to their journals and to other publications. In addition, a copy of Education Associations, containing a listing of education associations, is available for reference in the ECS.

2) Other Placement Organizations

Independent Educational Services (IES). This organization is a clearinghouse of information, a resource for private educational institutions, and a referral service for teachers and administrators. For a registration fee, IES will submit registrants' dossiers to private schools subscribing to the service. A commission is charged each registrant placed in a position. For further information and application forms, write:

Independent Educational Services
80 Nassau Street
Princeton, New Jersey 68540
Phone: 609-921-6195

Careers in Government, Business, and Industry: Resources Available in Career Development and Placement Center

The resources of the Career Development and Placement Center are open to all PSU students and alumni. In addition to CDPC elements already mentioned, the following might prove useful to those who are considering work outside the field of education.

1) CDPC counselors are available, by appointment, to discuss career planning. Counseling activities include self-assessment, decision-making, goal setting, and job search strategies.

2) The Career Information Center contains sources of information about the world of work organized as academic, occupational, career planning, and experiential learning information. Materials include

files, books, pamphlets, and video tapes with information on over 400 occupational areas. Assistance is available from on-duty staff.

3) On a regular basis throughout the year, CDPC staff members present a number of seminars intended to facilitate students' career development efforts. Current offerings are publicized through the media and by the use of posters distributed widely on campus. Four seminars which are of general interest to all students are:

    a) Orientation to CDPC - an overview of available services and programs.

    b) Resume preparation - approaches to the development of this important document.

    c) Interview Skills Training - preparation for successful contacts with prospective employers.

    d) Job Search Strategies - how to plan your approach to finding a job.

4) A more intensive personal approach to career development is offered through the credit course, LA 100, Effective Personal and Career-Decision Making, which is designed to assist students in relating their concepts of decision-making to their self-understanding and their educational/career goals.

5) The CDPC on-campus interview program provides students the opportunity of scheduling meetings with employer representatives of government, business, and industry. Program procedures are posted on bulletin boards throughout the Center and in the PSU Placement Manual, described below.

6) CDPC makes two publications available to seniors and other graduating students, on request in room 413 Boucke Building:

    a) PSU Placement Manual. In addition to containing a recruiting schedule of the employers who are to visit the campus to conduct interviews, this manual contains rather complete information on the facilities and procedures of CDPC. Valuable information is offered on many aspects of the process of finding and acquiring a suitable job.

    b) College Placement Annual. Published by The College Placement Council, Inc., this 3-volume publication identifies the recruiting needs of hundreds of firms and agencies throughout the nation. It contains an occupational index which enables a student to identify employers interested in a particular field.

INTERSTATE CERTIFICATION AGREEMENTS

Individuals who have completed one or more of Penn State's certification programs frequently ask whether their professional credentials will be valid outside of Pennsylvania. The typical questions is: Do we have reciprocity with the State of........?

Pennsylvania's education certification standards are high and recognized throughout the nation. Typically, Penn State graduates need only file copies of their Pennsylvania certificates with the corresponding state certification offices (see page 8) to be granted the education credential valid in those states.

Some states have signed agreements of reciprocity for certain areas of certification, but anyone who is eligible for, or holds a Pennsylvania certificate and seeks certification outside of Pennsylvania should:

1. Contact the Bureau of Certification in the appropriate State Department of Education (see addresses on page 8).
2. Cite the certification program(s) completed in Pennsylvania.
3. Ask for an application form necessary to secure a professional certificate in that state.

Many states require that the applicant, upon completion of the application form, forward it for an official endorsement to the Dean of the College of Education in the institution where the certification program was completed. Some states may also require an official transcript.

Out-of-state applications for professional credentials which require an official Penn State transcript (currently $2.00 each) should be addressed to: Transcript Office, 112 Shields Building, University Park, PA 16802. If an endorsement by the Dean of the College of Education is also required, the Registrar's Office will forward the form and transcript to the Dean. Professional credentials which require only the endorsement of the Dean of the College of Education should be addressed to: Office of Certification and Education Services, 181 Chambers Building, University Park, PA 16802.

The process of securing the professional certificate, from the time of the original inquiry to a Bureau of Certification to the issuance of the certificate, may take from three to six weeks.

Address inquiries to: Bureau of Teacher Certification, Department of Education, at the following address of interest to you.

STATE	
Alabama	Montgomery, AL 36130; (205)-261-5060
Alaska	Pouch F, Alaska Office Bldg., Juneau, AK 99801; (907)-465-2810
Arizona	Capitol Building, Phoenix, AZ 85007; (602)-255-4367
Arkansas	Little Rock, AR 72201; (501)-371-1475
California	1020 "O" St., Sacramento, CA 95814; (916)-445-7254
Colorado	303 W. Colfax Avenue, Denver, CO 80204; (303)-534-8871
Connecticut	Box 2219, Hartford, CT 06115; (203)-566-4983
Delaware	Townsend Bldg., Dover, DE 19901; (302)-736-4686
D.C.	415 12th Street, N.W., Washington, DC 20004; (202)-724-4230
Florida	Tallahassee, FL 32301; (904)-488-2317
Georgia	1452 Twin Towers East, Atlanta, GA 30334; (404)-656-2406
Hawaii	P.O. Box 2360, Honolulu, HI 96804; (808)-548-6384
Idaho	State Office Bldg., Boise, ID 83720; (208)-334-3475
Illinois	100 N. First Street, Springfield, IL 62777; (217)-782-2805
Indiana	229 State House, Indianapolis, IN 46204; (317)-232-6636
Iowa	Grimes State Office Building, Des Moines, IA 50319; (515)-281-3245
Kansas	120 E. 10th Street, Topeka, KS 66612; (913)-296-2288
Kentucky	Frankfort, KY 40601; (502)-564-4606
Louisiana	Baton Rouge, LA 70804; (504)-342-3490
Maine	State House Station 23, Augusta, ME 04333; (207)-289-2441
Maryland	200 W. Baltimore St., Baltimore, MD 21201; (301)-659-2141
Massachusetts	1385 Hancock St., Quincy, MA 02169; (617)-770-7517
Michigan	P.O. Box 30008, Lansing, MI 48909; (517)-373-1924
Minnesota	550 Cedar St., St. Paul, MN 55101; (612)-296-2046
Mississippi	P.O. Box 771, Jackson, MS 39205; (601)-359-3483
Missouri	P.O. Box 480, Jefferson City, MO 65101; (314)751-3486
Montana	Helena, MT 59620; (406)-449-3150
Nebraska	301 Centennial Mall S., Box 94987, Lincoln, NE 68509; (402)-471-2496
Nevada	400 W. King St., Carson City, NV 89701; (702)-885-3116
New Hampshire	410 State House Annex, Concord, NH 03301; (603)-271-2407
New Jersey	3535 Quakerbridge Rd., Trenton, NJ 08625; (609)-292-4477
New Mexico	Santa Fe, NM 87501; (505)-827-6581
New York	Room 5A, 11 Empire State Plaza, Albany, NY 12330; (518)-474-3901
North Carolina	Raleigh, NC 27611; (919)-733-4125
North Dakota	Bismarck, ND 58505; (701)-224-2264
Ohio	Columbus, OH 43215; (614)-469-3593
Oklahoma	2500 N. Lincoln Blvd., Oklahoma City, OK 73105; (405)-521-3337
Oregon	730 Twelth St. S.E., Salem, OR 97310; (503)-378-3586
Pennsylvania	333 Market St., 3rd Fl., Harrisburg, PA 17126; (717)-787-2967
Puerto Rico	Hato Rey, Puerto Rico 00900; (809)-764-1100
Rhode Island	Roger Williams Bldg., Hayes St., Providence, RI; (401)-277-2675
South Carolina	Columbia, SC 29201; (803)-758-5081
South Dakota	Kniep Office Bldg., Pierre, SD 57501; (605)-773-3553
Tennessee	123 Cordell Hull Bldg., Nashville, TN 37219; (615)-741-1644
Texas	201 E. 11th Street, Austin, TX 78701; (512)-834-4122
Utah	250 E. 500 South, Salt Lake City, UT 84111; (801)-533-5965
Vermont	Montpelier, VT 05602; (802)-828-2445
Virginia	Richmond, VA 23216; (804)-225-2098
Washington	Old Capitol Bldg., Olympia, WA 98504; (206)-753-6773
West Virginia	Capitol Complex B-304, Charleston, WV 25305; (304)-348-7017
Wisconsin	125 S. Webster St., Box 7841, Madison, WI 53707; (608)-266-1027
Wyoming	Capitol Building, Cheyenne, WY 82002; (307)-777-7295

The Education Job Search

If success is to be realized in securing an educational position, the job search must be carried through in a well planned, organized fashion. This involves, primarily, a basic understanding of the elements which shape the employment process in educational institutions and, secondly, the corresponding appropriate and effective actions which are to be taken in following through on contacts made with prospective employers.

A suggested approach to the educational job market is represented by the procedure outlined in The Essence of a Job Search, and the two timetables: one, offering a typical time frame depicting the perennial activities engaged in by school districts as they prepare for and implement employment procedures for professional staffing--Educational Employers' Time Frame, and another which suggests a calendar to be followed by students (and, with appropriate adaptation, by non-students) entering the market during the Fall or Spring Semesters--Job Search Time Frame.

Similarly, a good resume and cover letter are essential prerequisites to obtaining interviews with prospective employers. Since, in most cases, these representations are all that an employer knows about an applicant before seeing a credentials file, it is important that they be written in such a manner that prompts employers to seek further information and contact with the applicant. Perhaps the most helpful suggestion to be given the applicant regarding these documents is that they be "tailored" to highlight personal and professional elements which relate to the needs of the prospective employer.

The following letter and resume samples are presented as guidelines and can be used for positions on all educational levels. The PSU Placement Manual, mentioned previously, devotes a section (or a supplement) to letter and resume writing which may be of general interest to the educational job seeker.

Personal conferences on the writing of letters and resumes, on job search strategies, and other career related concerns, are available through an appointment with the Education Career Services Officer, 4th floor Boucke Building. Simply call 863-0225 for an appointment. It is suggested that new professionals to the field of education confer with this Officer before launching a job search.

A Job Search Log, The Interview In Education, and the document entitled A Follow-Up Letter After a Personal Interview are all recommended as valuable tools in aiding the applicant conduct a successful job search.

THE ESSENCE OF A JOB SEARCH...

Your principal task in seeking a position in education is:

1) to prepare your application materials (resume, cover letter, credentials) as well as you possibly can;

2) to be sure, through effective follow-up procedures, that they are brought to the attention of your chosen employers at the proper time so that they will be reviewed when candidates are actively being sought for interviews.

Only after having accomplished this can you hope that:

a) the good reputation of your institution,
b) your academic achievements, and
c) your supporting background

will hold you in good stead with the competition you face in the educational employment market.

Anything less than the above effort cannot be regarded as a job search but merely an advertising of your availability.

Since educational institutions follow an academic year calendar, their hiring activities also conform to the exigencies of that time frame. Familiarity with the elements involved and the times at which they are accomplished can be helpful to the job seeker. The following charts attempt to approximate the dates on which both the educational employers and their applicants need to act on certain employment functions.

JOB SEARCH TIME FRAME FOR FALL AND/OR SPRING SEMESTERS

Early Oct. | Early March	Oct. 15-31 | March 15 to April 15	Nov. 15-30 | May 1-15
1. Prepare resume, C.L., primary employer list	1. Send resumes, C.L. to primary list of employers	1. Contact employers who did not respond
2. Gather info. on prospective employers	2. Maintain job search log	2. Begin sending resumes, C.L. to secondary list of employers

Nov. & after | Mid-May & after	End of May through August	August
1. Respond to vacancy leads	1. Interviews	1. Month of greatest contract activity
	2. Follow-up letters after interviews	

EDUCATIONAL EMPLOYERS' TIME FRAME FOR HIRING EDUCATORS

Late March

1. School Bd./budget mtgs.
2. Begin personnel planning
3. Admin. plan staff needs
4. School Bd./Ed. Assoc. discuss salaries

Mid-April to Mid-May

1. Reports on known staff retirements, terminations
2. Personnel planning for next year
3. Initial resume, application reviews

Late May

1. Intensive review of candidates
2. Early interviews: definite openings, scarce professionals
3. Interview invitations extended

June/July

1. Interviews
2. Contracts offered to secondary tchrs. and scarce specialists

Late July

1. Student population assessed for elem. grades
2. New students registered

August

1. Elem. student population matched with continuing prof. staff.
2. New staff needs assessed
3. Contracts extended to elementary staff

September

1. New student year begins; student population known
2. Needed additional staff hired (esp. in elem.)

RESUME EXAMPLE

John Q. Public

Temporary: 317 E. Tucker Rd.
State College, PA 16802
814-238-5123

Permanent: 981 E. 4th St.
York, PA 19105
215-373-1175

CAREER OBJECTIVE

Be specific about the position you are seeking; or, if you have several options you are interested in, mention them all as possibilities.

EDUCATION

The Pennsylvania State University, B. S., Elementary Education, May, 1982. Elected to Phi Lambda Phi. GPA 3.7/4.0. Dean's List four semesters. Pennsylvania Instructional I Certificate. Coca Cola National Scholarship Recipient (tuition four years). Earned one-third of college expenses.

RELATED AND WORK EXPERIENCE

—Related to or supportive of your major and/or teaching field; list your practica, for example:

Spring, 1980. Taught 6th grade, open classroom, some mainstream students. Also coached soccer after school. 5 days per week. York City S. D. (If this was student teaching and you got an A or B, include the grade) Grade: A

Fall, 1979. Taught 5th and 6th grades, 2 days per week. Penns Valley S.D.

Spring, 1979. Observed and taught 4th grade, self-contained classroom. Some team-teaching. One day per week. Bald Eagle School District.

—Other educational experiences which enrich your potential as a teacher: summer jobs, especially with responsibility for children; social service experience; volunteer activities; related organizational experiences. Any other experiences which indicate attainment of skills, expertise, and responsibility.

—Other, unrelated work experience (include duties assigned you).

ACTIVITIES/INTERESTS

—List your interests/activities that may be useful in school programs and any special accomplishments related or unrelated to education.

Placement credentials are on file with: Education Career Services, 408 Boucke Building, The Pennsylvania State University, University Park, Pennsylvania 16802

COVER LETTER EXAMPLE

(accompanies the resume sent to a prospective employer)

Return Address
City, State Zip Code
Date

Inside Address to School Official
and Title
City, State Zip Code

Salutation:

Introduce yourself: take the facts from your resume, but not verbatim. Give your university, degree, major(s), graduation date. Briefly describe your career or job objective. If you have some information about the employer's institution (school district, college, etc.) which would indicate your particular interest in seeking a position there, mention it. Any personalizing statement would be appropriate here.

In effect, sell yourself by telling the prospective employer why he should hire you—but not in those words. Start with a good lead sentence that offers some perspective to your interest/commitment to your chosen field. Continue by mentioning the variety and intensity of your experiences and studies (do not forget your practica) in areas relevant to your chosen field; show breadth and depth, but do not bother with specifics as to where or when you gained these experiences—your resume will give the details. Close this section with a sentence that summarizes your feelings of confidence to do the job you are seeking because of your education and related experiences.

State simply and directly that you are enclosing your resume and that you want an interview within the near future.

Complimentary Closing,

(Full Name Signed)

(Full Name Typed)

Enclosures

A JOB SEARCH LOG

Date	Name, Place, Telephone Number	Responses
4/15	Mr. John Smith, Upper State Schools, (717) 235-6000	1 5/1: rec'd and returned application; will contact me after 5/28.
"	Mr. Chas. Jones, New Wales S. D., (215) 237-4500	2 5/5: rec'd and returned application; will contact me after 6/1.
4/16		3 5/7: not hiring this yr.
"	Mr. Jack Reed, Main S. D., (814) 468-4456	4
"	Ms. Jo Pine, Dublin Area S. D., (215) 446-6628	5 5/9: rec'd and returned application; will contact me after 6/3.
"	etc.,.....	
4/17	etc.,.....	
"	etc.,.....	
4/18	etc.,.....	

****

USE OF A JOB SEARCH LOG

Your job search should be systematic and thorough. Reliance upon your memory or the efficiency of school district and other institutional offices to which you are applying is not recommended. All contacts with prospective employers should be recorded. The above "log" is offered as an example of a tool helpful in achieving a well-organized job search. It is suggested you begin to maintain such a record the day you mail your first resume/cover letter.

The date on which you send your resume and cover letter should be recorded, together with the name of the official to whom you sent them, and — very importantly, for follow-through contacts — his/her phone number. The latter information is readily available in the Pennsylvania Education Directory Patterson's American Education, and ASCUS: Directory of Public School Systems In The U.S. (see PP. 3,4.)

In the Response column, you should record whatever pertinent information you receive from the employer concerning job prospects and future contacts. For example:

Entries 1 and 2 indicate some hope for a future invitation to an interview.

Entry 3: you strike a line through this one to indicate that they are not hiring this year, so forget it and move on!

Entry 4: no response after 3½ weeks; time to make a phone call to the employer to ask about his/her receipt of your materials and about job prospects for you.

Entry 5: like numbers 1 and 2.

Remember: sending resumes and cover letters is only part of the job search; just as important is the follow through. If you do not follow through on your contacts with the employers, you are not really conducting a job search!

THE INTERVIEW IN EDUCATION

PREPARATION

The interview requires careful planning and preparation if it is to be well executed. Preparation includes a thorough self-evaluation, so you know where you want to go, what strengths you possess, and why you think you are the person for the position. Being knowledgeable about the school system leaves you free to explore other possibilities in the interview. A review of the contents of your resume and cover letter are also very important in preparation for the interview session.

Preparation involves getting your attitudes in order, too. School officials look for self-respect, direction, and a sense of responsibility. As in most areas of life in which human relations govern conduct of your affairs, assuming a courteous, mature, and generously outgoing posture will take you far.

Remember that in preparing for the interview, in meeting the school administrator, and in conducting yourself during the interview, your own good taste and discretionary behavior are your best guides to success.

APPEARANCE

Your personal appearance at the interview can be interpreted as an outward expression of your inner state of mind. Appearing poorly dressed for an interview represents a marked lack of good judgment and a less than desirable attitude towards the job for which you are applying.

Appearance includes your sense of composure and your at-ease conversation. These are intangible, but they convey sociability and confidence - the very traits that you like in other people and the things they want to find in you.

ATTITUDE

An important factor to remember is that you must show your interest in the position for which you are interviewing. Listen carefully; follow the interviewer's leads and follow up his/her conversation and questions. Ask questions that you want to answer such as "Would you like to hear about my previous work experience?"

Be prepared for a few personal questions and a few favorite questions that school administrators like to ask during an interview. Some of the interviewers' areas of interest and questions might include the following:

Personal Opinion and Background

1. Why did you decide on teaching as a career?
2. Tell something about your personal background.
3. What is your impression of today's youth?

4. Why are you interested in our school and community?
5. Why did you choose your particular subject area or grade level?
6. What do you honestly consider to be your strongest traits? your weakest?

The Teaching-Learning Process

1. How would you individualize the learning process in the classroom?
2. What innovations do you have in mind in regard to the area of curriculum in which you will be teaching?
3. What are some of the proposed objectives that you hope to achieve in your subject or grade?

Discipline

1. What is your philosophy in regard to discipline?
2. Do you anticipate any difficulty in classroom control?
3. What type of classroom atmosphere would you attempt to organize or establish?

Ability to Get Along With People

1. What thoughts and ideas do you have regarding your role and obligations to other faculty members as part of the total team?
2. What is your opinion of a number of different people: your supervising teacher? others in positions of authority?

Education and Experience

1. What qualifications do you possess that no other candidate has?
2. Based on your student teaching or past experience, how would you evaluate yourself as a teacher?
3. What kind of work experience have you had other than college or teaching?

Remember to make certain that your good points get across to the interviewer. He or she will not know them unless you stress them and, above all, remember to be yourself at your very best.

EXAMPLE: FOLLOW-UP LETTER AFTER A PERSONAL INTERVIEW

As soon as possible after each personal interview, and no more than two days afterwards, you should write a thank-you letter to the individual who interviewed you, conveying at least two ideas: 1) your gratitude for the interview and, 2) your desire for a position in the school district/institution for which you were interviewed.

Return Address
City and State, Zip Code
Date

Name and Title of Interviewer
Address
City and State, Zip Code

Dear ____________________:

Thank the interviewer and/or express appreciation for the courtesy and consideration extended to you. State the teaching position for which you were interviewed, date of interview and place where the interview was conducted.

Re-affirm your interest in the position. Mention anything you feel may be important that you may have forgotten in the initial interview. You may wish to mention additional qualifications or work experiences not included in your credentials.

Show willingness to provide any additional clarifying data or statements and submit any further information you may want to add to your application.

Close with a suggestion for further action or that you will be available for additional interviews at the interviewer's convenience.

Complimentary Closing,

(Full Name Signed)
(Full Name Typed)

BSs13/63B
6/28/85

Appendix H

Sample Parent Questionnaires

PARENT TRAINING PROGRAM
PROGRAMA DE ADIESTRAMIENTO A PADRES

I. General Information
Informacion General

Parent's Names
Nombre de los padres ______________________

____

Occupation
Ocupación ______________________

____

Child's Name
Nombre del niño ______________________

Address
Dirección ______________________

____

Telephone No.
Teléfono ______________________

School
Escuela

Members in the family and ages
Miembros en la familia y edades

M __________ F __________

II. Summary of Needs Assessment
Resultados del inventario de necesidades

____

____

____

____

____

III. Implementation
Implementación

General Goals
Metas Generales ______________________________

____

____

Short-term objectives Objetivos a corto plazo	Activities Actividades	Materials Materiales	Date Fecha

Observations
Observaciones

____

____

____

____

____

IV. Evaluation of objectives
Evaluación de objetivos

Objective Objetivo	Evaluation criteria of successful performance (parental component) Criterios de evaluación para el funcionamiento existo (componente de padres)	Observations Observaciones

V. Participants
Participantes

Name Nombre	Signature Firma	Position Posición	Date Fecha

Penn State's Comprehensive Bilingual Early Childhood Teacher Education Program

Record of Home Visits

Parent's Name: ______________________________ **Child's Name:** ______________________________

Address: ______________________________ **Date of Birth:** ______________________________

Date	Description of services provided/ activities/trainings	Signatures		Observations
		Parent	Teacher	

Signatures: ______________________________ Teacher Trainee ______________________________ Supervisor

TAASP

Name of Player ____________ Age ____ Sex ____ Setting ____________ Time ____ Session ____

1. Counting out different number of objects.																
2. Learning the sounds of the letters of the alphabet.																
3. Learning color and shape names.																
4. Figuring out how something is wrong.																
5. Thinking about how two objects are alike.																
6. Planning what to do next.																
7. Painting a picture of something.																
8. Forming clay into different objects.																
9. Making something with blocks.																
10. Painting a picture on the easel board.																
11. Make-believe using puppets.																
12. Pretending with dress-up clothes.																
13. Imagining with miniature toys.																

COMMENTS:

CA

Name of Player ____________________ Age _____ Sex _____ Setting ____________________ Time ____ Session _____

1. Making something from different materials.																
2. Building something with table blocks.																
3. Make-believe with small people and animals.																
4. Pretending to be a favorite fictional character.																
5. Playing a board game like "Candyland".																
6. Playing a paper and pencil game like connect the dots.																
7. Climbing and exercising.																
8. Balance and coordination activities.																
9. Singing children's songs.																
10. Dancing and movement expression.																
COMMENTS:																

every 15 seconds

FREE PLAY SCALE (F.P.S.)

Name of Player__________________ Age_____ Sex_____ Setting__________________ Time_____ Session_____

						1						2						3
1. Two children engaged, no eye contacted, absorbed in own act.																		
2. Engaged in similar activity, Have mutual regard.																		
3. Social Bids, Engaged in similar activity																		
4. Complementary and Reciprocal Play with Mutual Awareness																		
(Social Play) 5. Complementary and Reciprocal																		

COMMENTS:

						4						5						6
1. Two children engaged, no eye contacted, absorbed in own act.																		
2. Engaged in similar activity, Have mutual regard.																		
3. Social Bids. Engaged in similar activity																		
4. Complementary and Reciprocal Play with Mutual Awareness																		
(Social Play) 5. Complementary and Reciprocal																		

COMMENTS:

CH03310

attention: child's favorite toy?

4) How often does child play with [illegible]?

Penn State's Comprehensive Bilingual Early Childhood
Techer Education Program
Dr. Lourdes Diaz Soto,
Project Director

Parental Needs Assessment (Part I)

1. What information do you consider important for parents of young children to receive?
¿Qué información usted considera importante para que la reciban los padres de niños jóvenes?

What information can parents share with schools?
¿Qué información los padres pueden compartir con las escuelas?

What information can parents share with other parents?
¿Qué información los padres pueden compartir con otros padres?

How can parents become involved in schools/communities?
¿Cómo pueden los padres envolverse en las escuelas/comunidades?

How involved should parents be in the education of their child? In what ways?
¿Cómo deberían estar envueltos los padres en la educación de sus hijos? ¿En cuáles formas? ¿En qué forma?

What should the school's role be?
¿Cual debería ser el rol de la escuela?

How can this community/school help you?
¿Cómo esta comunidad/escuela lo puede ayudar (a usted)?

2. Which of the following would you be interested in learning more about?
¿En cual de las siguientes usted podría estar interesado en aprender más sobre ella?

Local services/agencies and resources available to help me and my family.
Servicios locales/agencias y recursor disponibles para ayudar a mi familia y a mí.

Parental strategies helpful to children at home.
Estrategias para que los padres ayuden a sus hijos en la escuela.

The nature and purpose of bilingual education.
La naturaleza y propósito de la educacion bilingue.

My child's academic progress.
El progreso académico de mi hijo.

Legal information helpful to parents and schools.
Información legal útil para padres y escuelas,

Other
Otros

3. These services are available in some communities. Which of the following would you like to know more about?
Estos servicios estan disponibles en su comunidad. ¿Cuál de los siguientes le podría interesar conocer más al respecto?

Aid to Families with Dependent Children (AFDC) (Welfare)?
¿Ayuda a familias con niños dependientes (AFDC) (Welfare)?

Foodstamps or Commodities?
¿Cupones de alimentos?

Unemployment Compensation?
¿Compensación por desempleo?

Social Security?
¿Seguro social?

Immunization? (School shots for the children)?
¿Immunización (vacunas)?

Sight and Hearing Screening?
¿Exámenes de la vista y de audición?

Publicly assisted housing?
¿Asistencia pública para vivienda?

Headstart?
¿Headstart?

Child care?
¿Cuidado de niños?

Services for the elderly?
¿Servicios para enuejecientes?

Special Education?
¿Educación Especial?

Free or reduced price for school lunch?
¿Precios reducidos o almuerzo gratis en las escuelas?

Employment and training services?
¿Servicios de empleo y adiestramiento?

Adult Education/GED classes?
¿Educación para adultos/clases GED?

Legal aid services?
¿Ayuda de servicios legales?

Public defender services?
¿Servicios públicos de abogados/defensores?

Other
Otros

4. What is your main concern about your child at this time? (What specific help or information might we locate for you?)
¿Cuál es su mayor preocupación acerca o concerniente a su hijo en este momento?

5. What is your greatest accomplishment as a parent?
¿Cuál es su mayor logro como padre?

6. What is your child's greatest accomplishment?
¿Cuál es el mayor logro de su hijo?

7. What advice would you like to give parents living in your community?
¿Qué consejo le gustaría a usted darle a los padres que viven en su comunidad?

8. What has been the greatest barrier for you in your particular situation? (e.g., language, housing, jobs, health, etc.)
¿Cuál ha sido la mayor barrera para usted en su situación en particular? (ejemplos: idioma, vivienda, trabajos, salud, etc.)

9. What contribution would you like to be able to make to this community?
¿Qué contribución podría usted sentirse a gusto en ofrecer a su comunidad?

What future hopes do you have for your families' future?
¿Qué esperanzas usted tiene para el futuro de su familia?

How can your plans/hopes become a reality?
¿Cómo pueden estos planes/esperanzas voluerse realidad?

10. Do you have any suggestions/questions at this time?
¿Tiene alguna sugerencia/pregunta en este momento?

THANK YOU!
Gracias

Child's Name ______________________ Birthdate __________ Age __________
Parent's Name ______________________ Phone No. __________
Address ______________________ Date __________

HOME SCREENING QUESTIONNAIRE
Ages 3-6 Years

Please answer all of the following questions about how your child's time is spend and some of the activities of your family. On some questions, you may want to check more than one blank.

1. a) Do you get any magazines in the mail? YES NO
   b) If yes, what kind?
   ___ home and family magazines
   ___ news magazines
   ___ children's magazines
   ___ other

2. Does your child have a toy box or other special place where he/she keeps hjis/her toys? YES NO

3. How many children's books does your family own?
   ___ 0 to 2
   ___ 3 to 9
   ___ 10 or more

4. How many books do you have besides children's books?
   ___ 0 to 9
   ___ 10 to 20
   ___ more than 20

   Where do you keep them?
   ___ in boxes (packed)
   ___ on a bookcase
   ___ other (explain) ______________
   ____

5. How often does someone take your child into a grocery store?
   ___ hardly ever; I prefer to go alone.
   ___ at least once a month
   ___ at least twice a month
   ___ at least once a week

6. About how many times in the past week did you have to spank your child? ______________

7. Do you have a T.V.? YES NO
   About how many hours is the T.V. on each day? ______________

8. How often does someone get a chance to read stories to your child?
   ___ hardly ever
   ___ at least once a week
   ___ at least 3 times a week
   ___ at least 5 times a week

9. Do you ever sing to your child when he/she is nearby? YES NO

10. Does your child put away his/her toys by himself/herself most of the time? YES NO

11. Is your child allowed to walk or ride his tricycle by himself/herself to the house of a friend or relative? YES NO

12. What do you do with your child's art work?
    ___ let him/her keep it
    ___ put it away
    ___ hang it somewhere in the house
    ___ throw it away shortly after looking at it

13. In the space below write what you might say if your child said, "Look at that big truck."

14. What do you usually do when a friend is visiting you in your home and your child has nothing to do?
    ___ suggest something for him/her to c
    ___ offer him/her a toy
    ___ give him/her a cookie or something to eat
    ___ put him/her to bed for a nap
    ___ play with him/her

15. How often does your child eat a meal at the table with both mother and father (or other adult male)?
___ never
___ at least once a month
___ at least once a week
___ at least twice a week
___ at least 3 or 4 times a week
___ at least once a day

16. How often does your child spend time playing or "working" with his/her father (or other adult male)?
___ at least 4 times a week
___ at least twice a week
___ at least once a week
___ at least once a month
___ never

17. How often does someone get a chance to take your child out of the house for an outing (shopping, park, zoo, restaurant, museum, car trip, library, etc.)?
___ at least 6 times a year
___ at least once a month
___ at least twice a month
___ at least once a week

18. Check the things which you (or other adult or older child) are helping or have helped your child to learn:
a.___ colors (like naming colors of things)
b.___ alphabet
c.___ numbers
d.___ understanding of time (like morning-afternoon & now-later)
e.___ shapes (like drawing circles or squares)
f.___ reading new words or writing his/her name

19. Has your child learned any songs, prayers, or nursery rhymes? YES NO

If yes, where did he learn them?
___ at day care or preschool
___ from a sister or brother
___ at church or Sunday School
___ from mother or father
___ from television

20. It is 30 minutes before dinner and your child is hungry. Most of the time you would:
___ give him/her a snack
___ have him/her wait for dinner

21. Which items do you somethimes let your child choose for himself/herself?
___ part of what to have for breakfast or lunch
___ favorite foods in the grocery store (fruit, cereal, cookies, etc.)
___ the clothes he wants to put on
___ none of the above

22. What would you do if your child got anry and hit you?
___ hit him/her to show him/her it hurts
___ send him/her to his/her room
___ spank him/her
___ talk to him/her
___ ignore it

23. Do you have any pets? YES NO

24. Do you have any plants in your house? YES NO

25. Which of the following best describes your neighborhood?
___ it is not as clean as I would like it
___ the houses are not well cared for
___ it is well cared for
___ it is well cared for and attractive

26. How many bedrooms does your house have? ___________
How many people are living in your house? ___________

27. Do you occasionally try new recipes that you find in the newspaper or magainze? YES NO

28. Is anyone in the family presently taking a class in school at the college level? YES NO

29. Who buys the groceries for the family?

	Sometimes	Often
Mother	___	___
Father	___	___
Grandparents	___	___
Older child	___	___
Other	___	___

Go to next pag

30. Most of the decisions about how the family income is to be spent are made by:
___ Mother
___ Father
___ Grandparent
___ Friend

31. How often do you and your child get a chance to play together (like pretend games, dolls, house, cars and trucks, or table games)?
___ hardly eve; too young
___ at least once a week
___ at least 3-4 times a week
___ every day

32. Do you have any friends or relatives with children about the same age as your child? YES NO

33. When your child asks if he/she can do something you think he/she is too young to do, would you be more likely to say:
___ no, I don't want you to
___ no
___ not now
___ No. You're too young now but when you're older you'll be able to do it.

34. What would happen if your child spilled hsi/her milk?
___ he/she would be spanked
___ he/she would have to clean it up
someone else would clean it up
___ he/she would be sent to his/her room

PLEASE COMPLETE THE CHECKLIST ON THE NEXT PAGE.

Inventario del ambiente familiar

A los padres: Las siguientes preguntas forman parte de un estudio para investigar la relación que existe entre las familias y las escuelas adonde dichas familias envían a sus hijos.

Nos gustaría obtener su opinión en relación a como usted se siente acerca de la escuela a la cual asiste su hijo/a (nombre del niño/a), y algunas de sus ideas sobre la educación en general. Se espera que la información que se recoja en este estudio pueda ser utilizada por las escuelas en la planificación de sus programas.

Los nombres y la información obtenida de cada familia se mantendrá confidencial.

Petición: Es esencial obtener para cada pregunta, la contestación que usted considera como la más exacta. Sin embargo, si usted entiende que una pregunta invade su privacidad, siéntase en libertad de no contestarla. Es preferible que usted no responda a una pregunta, a obtener información que no sea totalmente cierta. Sus contestaciones deben estar relacionadas con (nombre del niño/a).

Agradecemos su participación en este estudio.

El primer grupo de preguntas tiene que ver con ciertos aspectos de la familia, para así proveer información general para el estudio. El segundo grupo de preguntas está relacionado con su hijo/a (nombre del niño/a) y la escuela a la cual el/ella asiste.

Para el entrevistador:

a) Haga cada pregunta a todos los padres, excepto cuando es obvio por las contestaciones anteriores que una pregunta no aplica.

b) Las preguntas están relacionadas con números. Haga un círculo (no una marca) alrededor del número que se aproxima a la contestación suministrada.

c) En el cuestionario, sustituya el nombre del niño/a cada vez que aparezca x.

d) Para casi todas las preguntas se provee espacio para "otra contestación". Si la respuesta obtenida no corresponde facilmente con las categorías establecidas, marque "otra contestación" y escriba la respuesta. Por favor incluya comentarios que puedan ser útiles cuando se codifique el cuestionario.

Inventario del ambiente familiar: Parte A

1. Fecha de la entrevista:-------------------
2. Apellido de la familia:--------------------
3. Nombre del niño/a----------------------
4. Sexo del niño/a-------------------------
5. Fecha de nacimiento del niño/a
6. Dirección residencial
7. Escuela a la cual asiste el niño/a
8. Duración de la entrevista
9. ¿ Quién fue entrevistado? (Haga un círculo en la contestación que corresponda)

Madre 1 Padre 2 Ambos 3

Otro (especifique) ----------

10. ¿En que país nacieron el padre, la madre, y x ?

	padre	madre	niño/a	
Puerto Rico	1	2	3	
Estados Unidos	1	2	3	
Otro (especifique)	1	2	3	------------------

11. Si los padres o el niño/a no nacieron en Estados Unidos, ¿ en que año llegaron aquí ?

Padre Madre Niño/a

12. ¿Qué idioma se habla generalmente en el hogar ?

Inglés 1
Español 2
Ambos 3
Otro (especifique)-------------

13. ¿Cuando habla con x ¿ Que idioma utiliza usted la mayor parte del tiempo?

Inglés 1
Español 2
Ambos 3
Otro (especifique) ----------

14. ¿Qué idioma utiliza x generalmente cuando habla con sus hermanos o con otros niños en el hogar ?

Inglés 1
Español 2
Ambos 3
Otro (especifique) ----------

15.¿ Cuán satisfecho se encuentra usted con la escuela a la cual x asiste ?

Muy satisfecho	1
Razonablemente satisfecho	2
No muy satisfecho	3
Muy insatisfecho	4
No sé o no me interesa	5
Otro (especifique) ----------------	

16.¿Qué piensa usted de los siguientes comentarios relacionados con la escuela de x ? Está usted totalmente de acuerdo (1), de acuerdo (2), no sabe (3), en desacuerdo (4), totalmente en desacuerdo (5).

En la escuela a la cual x asiste:

	total. acuerdo	acuerdo	no sé	desac.	total. desac.
a. no dan suficientes asignaciones	1	2	3	4	5
b. no hay suficiente disciplina	1	2	3	4	5
c. los niños son muy amigables	1	2	3	4	5
d. se dedica mucho tiempo a materias tales como arte, música, drama	1	2	3	4	5
e. no se dedica suficiente tiempo a la lectura y matemáticas	1	2	3	4	5
f. los maestros son muy amigables	1	2	3	4	5
g. los maestros parecen ser justos con todos los niños	1	2	3	4	5
h. los maestros parecen estar muy interesados en la educación de x	1	2	3	4	5
i. los métodos de enseñanza parecen ser demasiado progresistas, demasiado modernos	1	2	3	4	5
j. se dedica mucho tiempo a cursos especiales para estudiantes migrantes	1	2	3	4	5
k. los maestros dan la impresión de querer mantener los padres fuera de la escuela	1	2	3	4	5
l. los niños de diferentes grupos étnicos se integran muy bien	1	2	3	4	5
m. nosotros no recibimos suficiente información de como x se está desempeñando en la escuela	1	2	3	4	5

17. Cuando los niños puertorriqueños de aproximadamente 10 años de edad llegan a Estados Unidos sin saber hablar inglés, ¿en cuáles de las siguientes situaciones escolares usted considera deben ser ubicados?

a. en escuelas diseñadas especialmente para la enseñanza de inglés a niños puertorriqueños	1
b. en la escuela local, pero en clases especiales donde los niños estén aprendiendo inglés la mayor parte del tiempo	2
c. en la escuela a nivel local, y ubicados en clases regulares con alguna atención especial a la enseñanza del inglés	3
d. en la escuela a nivel local, y ubicados en clases regulares (con ninguna atención especial a la enseñanza del inglés)	4
e. en la escuela a nivel local, pero la enseñanza primordialmente en el idioma de los niños	5

Otra contestación (especifique):

18. Cuando los niños comienzan en la escuela a la edad de 5 ó 6 años y proceden de familias puertorriqueñas, ¿en qué idioma cree usted que se le debe enseñar? (Haga la pregunta en dos partes: primero, en relación al niño que acaba de llegar a Estados Unidos; y segundo, para los niños que han estado en Estados Unidos la mayor parte de sus vidas.)

Lea las alternativas:

	Para los niños recién llegados	Residentes por algún tiempo
a. totalmente en español	1	1
b. mayormente en español, con algún inglés	2	2
c. aproximadamente la mitad en inglés y la mitad en español	3	3

d. mayormente en inglés y algo en españo	4	4
e. todo en inglés	5	5
Otra contestación (especifique):		

19. Cuando los niños de familias puertorriqueñas llegan a la edad de 10 u 11 años, ¿en qué idioma cree usted que se le debe enseñar en la escuela? (Haga la pregunta en dos partes: primero, en relación al niño que acaba de llegar a Estados Unidos; y segundo, para los niños que han estado en Estados Unidos la mayor parte de sus vidas.)

Lea las alternativas:

	Para los niños recién llegados	Residentes por algún tiempo.
a. totalmente en español	1	1
b. mayormente en español, con algún inglés	2	2
c. aproximadamente la mitad en inglés y la mitad en español	3	3
d. mayormente en inglés y algo en español	4	4
e. todo en inglés	5	5
Otra contestación (especifique):		

20. Si una escuela tiene un gran número de niños puertorriqueños, ¿cuánto tiempo considera usted que se debe dedicar en cuarto y quinto grado a la enseñanza de historia, geografía, cultura e idioma de Puerto Rico?

Lea las alternativas:

a. todas esas materias deben estar relacionadas con Puerto Rico, con poca o ninguna atención a los Estados Unidos	1

b. mayormente relacionadas con Puerto Rico y con una cantidad razonable de historia y geografía de los Estados Unidos	2
c. aproximadamente la mitad relacionada con Puerto Rico y la mitad con los Estados Unidos	3
d. mayormente relacionada con Estados Unidos y algún tiempo dedicado a Puerto Rico	4
e. todo el tiempo se le debe dedicar al estudio de Estados Unidos	5

Otra contestación (especifique):

21. En la escuela de x, de lo que usted tiene conocimiento, ¿ cómo evaluaría usted la enseñanza de las siguientes materias? (muy buena (1), buena (2), no sé (3), mala (4), muy mala (5).

	muy buena	buena	no sé	mala	muy mala
a. Matemáticas	1	2	3	4	5
b. Lectura	1	2	3	4	5
c. Inglés	1	2	3	4	5
d. Deportes	1	2	3	4	5
e. Estudios Sociales (Geografía, Historia)	1	2	3	4	5
f. Arte	1	2	3	4	5
g. Música	1	2	3	4	5

22a. ¿Cuántos hijos tiene usted en la familia?
1 2 3 4 5 6 7 8 9 10

b. Entonces pregunte:

i. ¿Cuáles son sus edades? (Enumerando del mayor al menor incluyendo x)
ii. ¿Viven todos con usted?
iii. ¿Son varones o mujeres?

iv. ¿Cuáles son sus ocupaciones anticipadas, si el niño está todavía en la escuela? (Qué es lo que usted espera que x sea cuando crezca?)

v. ¿Cúal es la ocupación del niño/a al presente, si ha dejado la escuela? (incluya universidad o colegio, si está asistiendo)

Complete la siguiente tabla:

Número del niño	Edad	Residencia hogar/fuera		Sexo F/M		Ocupación anticipada	Ocupación presente
1		1	2	1	2		
2		1	2	1	2		
3		1	2	1	2		
4		1	2	1	2		
5		1	2	1	2		
6		1	2	1	2		
7		1	2	1	2		
8		1	2	1	2		
9		1	2	1	2		
10		1	2	1	2		
11		1	2	1	2		
12		1	2	1	2		

Inventario del Ambiente Familiar: Parte B

1,2 ¿Cuánta educación quiere usted que x reciba?

madre	padre	
1	1	educación post-graduada (grado avanzado)
2	2	graduado de universidad (grado inicial)
3	3	por lo menos algunos años de universidad
4	4	escuela superior y además adiestramiento técnico o tecnológico
5	5	terminar escuela superior o el grado más alto posible
6	6	que deje la escuela lo antes posible
		Otra contestación:---------

3,4 ¿Cúanta educación realmente usted espera que x reciba?

madre	padre	
1	1	educación post-graduada (grado avanzado)
2	2	graduado de universidad (grado inicial)
3	3	por lo menos algunos años de universidad
4	4	escuela superior y además adiestramiento técnico o tecnológico
5	5	terminar escuela superior o el grado más alto posible
6	6	que deje la escuela lo antes posible
		Otra contestación:

5,6 ¿Por cuánto tiempo ha tenido estas ideas en relación a la cantidad de educación que usted espera que x reciba?

madre	padre	
1	1	desde que nació
2	2	antes de que x empezara la escuela
3	3	justo después que x empezó la escuela
4	4	desde el año pasado
5	5	desde este año

Escala de evaluación para las preguntas 5 y 6 (complete para la madre y el padre)

	Escala de tiempo				
	desde que x nació	antes de empezar	justo después	desde el año pasado	desde este año
Expectativas de la pregunta 3 y 4 (promedio de expectación)					
post-graduado	6	5	4	3	2
universidad	6	5	4	3	2
escuela superior y algunos años de colegio	6	5	4	3	2
terminar escuela superior	6	5	4	3	2
menos de escuela superior	6	5	4	3	2

7,8 ¿Qué tipo de trabajo le gustaría a usted que x tuviera cuando el/ella crezca?

madre	padre	
1	1	un trabajo que requiera educación post-graduada o un período largo de universidad (doctor, abogado, dentista, científico, profesor,...)
2	2	un trabajo que requiera un grado de universidad (arquitecto, servidor público, ingeniero, maestro de escuela,...)
3	3	los padres tienen unas expectativas educativas muy altas (vea preguntas 3,4) y ellos indican que "el niño sea el que decida".
4	4	un trabajo que requiera diploma de escuela superior o algún adiestramiento de un colegio (cajero en un banco, maestro de escuela elemental, reportero, enfermero....)

5	5	un trabajo que requiera algunos años de escuela superior
6	6	un trabajo que requiera un poco de preparación, los padres tienen unas expectativas educativas más bajas (vea preguntas 3, 4) y ellos indican que "dejan al niño que decida" o "me da lo mismo".

Nombre del trabajo que desean: --------------------

Otra contestación:--------------------------------

9, 10 ¿Piensa usted realmente que x llegará a ser (el tipo de trabajo que acaba de mencionar)?

madre	padre	
1	1	Sí (decididamente)
2	2	Así espero
3	3	No (no lo creo) o los padres indican que está en el niño el decidir o que a ellos les da lo mismo.
		Otra contestación

Escala de evaluación para las preguntas 9 y 10 (complete para la madre y el padre).

Expectativas de trabajo (vea preguntas 7 y 8)	Sí, Decididamente	Espero que así sea	No, (yo no creo que así sea)
post-graduado	6	4	2
grado universitario	5	3	2
escuela superior o adiestramiento de colegio	4	2	1
diploma de escuela superior	3	2	1
menos de escuela superior	2	1	1
ninguna expectativa	1	1	1

11,12 ¿Por cuánto tiempo ha tenido estas ideas en relación al tipo de trabajo que usted quisiera que x tuviera?

madre	padre	
1	1	desde que x nació
2	2	antes de que x empezara en la escuela
3	3	justamente cuando x empezó en la escuela
4	4	desde el año pasado
5	5	sólo este año

Escala de evaluación para las preguntas 11 y 12 (complete para la madre y el padre).

Periodo de tiempo

	desde que x nació	antes de empezar la escuela	justo desde que x empezó	desde el año pasado	sólo este año
Expectativas de trabajo (de preguntas 7 y 8), promedio de expectación					
trabajo que requiere post-grado	6	5	4	3	2
grado universitario	5	3	3	2	1
diploma de escuela superior y algunos años de colegio	4	3	2	1	1
diploma de escuela superior	3	2	1	1	1
menos de un diploma de escuela superior	1	1	1	1	1

13 ¿Cuáles son las notas que usted espera que x obtenga en la escuela?

1 todas A
2 mayormente A con algunas B
3 todas B
4 mayormente B con algunas C
5 mayormente C, o mientras x pase de grado, o que x haga lo mejor que pueda
6 expectativas bien bajas, o me da lo mismo
Otra contestación:--------------------
(A= 75 a 100; B= 65 a 74; C= 50 a 64.)

14,15 ¿Qué nivel educativo diría usted que la mayoría de sus familiares y amistades más cercanas han alcanzado?

madre	padre	
1	1	todos, o la mayoría de ellos se han graduado de universidad
2	2	la mayoría se han graduado de un colegio profesional o técnico
3	3	la mayoría han completado escuela superior
4	4	la mayoría han dejado la escuela superior
5	5	la mayoría han completado la escuela elemental
6	6	la mayoría de ellos han dejado la escuela antes de terminar la escuela elemental

Otra contestación:----------------------

16a. ¿Qué tipo de trabajo ha tenido/ o tiene el padre del esposo?
1 un trabajo que requiere un nivel alto de educación (doctor, profesor..)
2 un trabajo que requiere grado universitario (arquitecto, maestra de escuela)
3 un trabajo que requiere escuela superior y algún adiestramiento profesional en un colegio (maestra de escuela elemental, cajero en un banco..)
4 un trabajo que requiere algunos años de escuela superior
5 un trabajo que requiere poca preparación (trabajando en construcción, albañil, carpintero, agricultor...).
Tipo de trabajo:--------------

b. ¿Qué tipo de empleo tienen los padres?

madre	padre	
1	1	un trabajo que requiere un alto grado de educación
2	2	un trabajo que requiere grado universitario
3	3	un trabajo que requiere escuela superior y además algun adiestramiento profesional en un colegio
4	4	un trabajo que requiere diploma de escuela superior
5	5	un trabajo que requiere poca preparación
6	6	ningún trabajo

Tipo de trabajo:-----------------------

Escala de evaluación para la pregunta 16 (nivel de ocupación del esposo en relación a su padre)

	Nivel de ocupación del esposo				
	ninguna preparación	algunos años de escuela superior	escuela superior y algunos años de colegio	universidad	nivel más alto
Ocupación del padre:					
nivel más alto	1	1	1	3	5
universidad	1	1	2	4	5
escuela superior más años de colegio	1	2	3	5	5
algunos años de escuela superior	1	3	4	5	6
poca preparación	2	3	4	5	6

17, 18 a. ¿Quisieran los padres cambiar su trabajo o están descontentos de seguir en el trabajo actual?

madre	padre	
1	1	Sí: me gustaría cambiar
2	2	No: Está contento con el trabajo actual
3	3	Ningún trabajo

b. Si contesta sí, pregunte ¿cuales son estos planes?

1	1	Ya estoy asistiendo a cursos (en la escuela, colegio)
2	2	Tomando cursos por correspondencia
3	3	Está matriculado/a para tomar cursos en el futuro
4	4	Está planificando tomar cursos en el futuro
		Otra contestación:

Escala de evaluación para las preguntas 17 y 18 (complete para ambos madre y padre)

	no está contento, tomando cursos	no está contento, planificando tomar cursos	no está contento, no tiene planes	está contento con su trabajo
Nivel de ocupación:				
nivel más alto	6	6	5	5
universidad	6	5	4	4
escuela superior más años de colegio	6	5	4	3
escuela superior	5	4	3	2
poca preparación ó ningun trabajo	4	3	2	1

19 a. ¿Cúantas revistas le llegan directamente a su casa cada mes?

1 más de seis
2 cinco o seis
3 tres o cuatro
4 una o dos
5 ninguna

Enumere las revistas:------------------------------

c. ¿Cuán a menudo usted le da a x un artículo de un periódico o de una revista para que el/ella lo lea?

madre	padre	
1	1	casi todos los días
2	2	una o dos veces por semana
3	3	ocasionalmente (menos de una vez por semana)
4	4	rara vez le doy un artículo
5	5	nunca le doy un artículo

Escala de evaluación para la pregunta 19
Número de revistas y periódicos recibidos

	muchos, más de 5	3-4	1-2	menos de uno a la semana
Cantidad dada a x para leer:				
casi todos los días	6	5	4	3
una o dos veces por semana	5	4	3	2
ocasionalmente	3	2	1	1
rara vez	2	1	1	1
nunca	1	1	1	1

20, 21 a ¿Con cuanta frecuencia se habla inglés en el hogar (especialmente para las familias de habla no-inglesa)?

madre	padre	niño	
1	1	1	todo el tiempo
2	2	2	más de la mitad del tiempo
3	3	3	la mitad del tiempo
4	4	4	menos de la mitad del tiempo
5	5	5	nunca o casi nunca

b. ¿Cúan exigente se considera usted en relación a como x habla inglés (buen vocabulario, gramática correcta...)?

madre	padre	
1	1	muy estricto
2	2	bastante estricto
3	3	no muy particular
4	4	no me importa mucho
5	5	no lo puedo ayudar

Otra contestación:

Escala de evaluación para las preguntas 20 y 21 (complete para ambos padres)

	Interés de los padres, por la calidad del inglés: muy estricto	bastante estricto	no muy exigente	verdaderamente no le importa o no puede ayudar
Cantidad de inglés hablado por los padres: todo el tiempo	6	5	4	3
más de la mitad del tiempo	5	4	3	2
la mitad del tiempo	4	3	2	1

24,25 Complete para ambos madre y padre:

	Frecuencia del uso del inglés:			
	todo el tiempo	más de la mitad del tiempo	mitad del tiempo	menos de la mitad	nunca
inglés de los padres, Punctuación(22,23)					
16-18	6	5	4	3	1
13-15	5	4	3	2	1
10-12	4	3	2	1	1
7-9	3	2	1	1	1
3-5	1	1	1	1	1

26,27 Le lee x a ustedes (incluya, en inglés si la familia no es de habla inglesa)

madre	padre	
1	1	Sí
2	2	No

Si contesta Sí, entonces pregunte: ¿Cúan frecuente le lee x a ustedes?

madre	padre	
1	1	Todos los días
2	2	Casi tedos los días
3	3	de 3 a 4 veces a la semana
4	4	probablemente una o dos veces a la semana
5	5	menos de una vez a la semana
6	6	nunca

Otra contestación:

Escala de evaluación para la pregunta 30

1 Inglés (sólo en las horas de comida-ambos padres presentes-interés por hablar bien).
2 Inglés - (Solamente)-Sólo uno de los padres presente. Interés por hablar buen inglés. Todo el mundo participa.
3 Inglés (Solamente)-los padres presentes. Interés por hablar buen inglés. Los padres dominan la conversación.
4 Ambos padres presentes. Ninguno o poco interés por hablar buen inglés. Todo el mundo participa.
5 Uno de los padres está presente. Ninguno o poco interés por hablar buen inglés.
6 Ninguno de los padres está presente.

31,32 ¿Con cuánta frecuencia piensa usted que puede enseñarle una nueva palabra (en inglés) a x?

madre	padre	
1	1	todos los días nosotros intentamos y le decimos una nueva palabra a x.
2	2	probablemente, casi todos los días
3	3	varias veces a la semana
4	4	alrededor de una vez cada dos semanas
5	5	probablemente una vez al mes
6	6	nunca
		Otra contestación:-----------------

33,34 Para las familias de habla no-inglesa: ¿cuán exigente es usted en relación a la forma en que x habla (indique el idioma étnico de la familia)?

madre	padre	
1	1	muy exigente
2	2	bastante exigente
3	3	no tan exigente
4	4	en realidad no me importa mucho
5	5	no puedo ayudar

35,36 Para las familias de habla no-inglesa: ¿cuán importante es para usted que el español se mantenga en la familia y que x lo hable con fluidez?

madre	padre	
1	1	extremadamente importante
2	2	importante
3	3	no tan importante
4	4	no me preocupa

37,38 ¿Tiene usted tiempo para leer libros? Si es afirmativa, pregunte ¿cuántos libros generalmente lee al mes?

madre	padre	
1	1	ningún libro
2	2	menos de un libro al mes
3	3	alrededor de uno o dos al mes
4	4	3 a 5 al mes (alrededor de uno a la semana)
5	5	6 a 10 al mes (alrededor de dos a la semana)
6	6	más de 10 al mes

39, 40 a Cuando x era pequeño, antes de que el/ella empezara la escuela ¿alguna vez los padres le leyeron a x? Si contestan en la afirmativa, pregunte ¿Con cuanta frecuencia?

madre	padre	
1	1	no le leían al niño
2	2	no muy frecuente, menos de una vez al mes
3	3	alrededor de una vez al mes
4	4	varias veces a la semana
5	5	casi todos los días (3 a 5 veces a la semana)
6	6	casi todos los días (6 a 7 veces)

b ¿En qué idioma los padres generalmente le leían a x?

madre	padre	
1	1	inglés
2	2	español
3	3	Otro (especifique):------------

41 a ¿Alguna vez la madre o el padre ha oído a x leerle a ellos?
Si contesta sí: ¿Con cuanta frecuencia?

madre	padre	
1	1	precisamente casi todos los días (6 a 7 veces)
2	2	casi todos los días (3 a 5 veces a la semana)
3	3	varias veces a la semana
4	4	alrededor de una vez a la semana
5	5	menos de una vez a la semana (no muy frecuente)
6	6	nunca pone atención

b ¿En qué idioma generalmente x le lee a sus padres?

1 inglés
2 español
3 Otro (especifique):------------

42 ¿Trae x libros para leer en su hogar, ya sea de la biblioteca local, o de la escuela, o de la casa de un amigo? Si contesta sí, pregunte: ¿cuántos cada mes?

1 no trae libros al hogar, o no sé
2 1 ó 2 (rara vez trae libros)
3 3 a 5 (alrededor de uno a la semana)
4 6 a 10 (alrededor de 2 a la semana)
5 más de 10 libros

43 a ¿Piensa usted que a los niños de alrededor de 10 años de edad se le debe restringir el ver ciertos tipos de programas de televisión o se les debe dejar que ellos mismos decidan lo que quieren ver?

1 se les debe restringir ciertos programas
2 que ellos decidan

b ¿En relación a libros y paquines (comic books), usted considera que los padres le deben restringir la lectura de cierto tipo de material a los niños de alrededor de 10 años de edad?

1 Sí 2 No

c ¿Con cuanta frecuencia coteja usted para ver que es lo que x está leyendo o viendo en la televisión?

1 nunca cotejo
2 cotejo ocasionalmente
3 regularmente cotejo
4 casi regularmente
5 cotejo casi todo lo que lee o mira en televisión

44 Si el niño tiene hermanos o hermanas mayores, pregunte: ¿cuán frecuentemente x se reúne con sus hermanos o hermanas mayores para recibir ayuda en sus asignaciones o en la lectura?

muy a menudo	1	casi nunca	5
a menudo	2	nunca, o	6
algunas veces	3	no hay hermanos o hermanas mayores	
no muy a menudo	4	Otra contestación (especifique):---	

----

45 Si x tiene hermanos o hermanas menores pregunte: ¿cuán a menudo x se reúne con sus hermanos o hermanas menores para recibir ayuda con sus asignaciones o con la lectura?

muy a menudo	1	casi nunca	5
a menudo	2	nunca, o	6
algunas veces	3	no hay hermanos o hermanas mayores	
no muy a menudo	4	Otra contestación (especifique):---	

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46 a Antes de que x comenzara en la escuela, ¿ algún otro adulto vivió con ustedes? (ejemplo: adultos que se quedaron por más de 6 meses)

b ¿Cuán frecuentemente estos adultos hablaron inglés en la casa?

1 ningún adulto, o ninguno de ellos hablaba inglés
2 generalmente no hablaban inglés
3 mitad inglés, mitad otro idioma
4 mayormente inglés pero tambien otro idioma
5 todo en inglés
Otra contestación (especifique):--------------------------------------

c ¿Cuánto tiempo pasó x con estos otros adultos?

1 ningún otro adulto, ningún tiempo
2 no mucho tiempo
3 bastante tiempo
4 casi todo el tiempo

47 a ¿Cuántos otros adultos viven con ustedes ahora?

1 ningún otro adulto
2 sólo un adulto
3 2 ó 3
4 4 ó 5
5 más de cinco

b ¿Cuán frecuentemente estos otros adultos hablan inglés en la casa?

1 ningún adulto, o ninguno de ellos hablaba inglés
2 generalmente no hablaban inglés
3 mitad inglés, mitad otro idioma
4 mayormente inglés pero también otro idioma
5 todo en inglés
Otra contestación (especifique):--------------------------------------

c ¿Cuánto tiempo pasa x con estos otros adultos?

1 ningún otro adulto, ningún tiempo
2 no mucho tiempo
3 bastante tiempo
4 casi todo el tiempo

46,49 ¿Cuáles actividades recreativas (si alguna) disfrutan los padres y x juntos (en la casa)?

madre	padre	
1	1	una gran variedad de actividades (algunas todas las semanas)
2	2	algunas actividades (algunas una que otra semana)
3	3	una variedad de actividades (una o dos al mes)
4	4	muy pocas o ninguna actividad

Escala de evaluación para las preguntas 48 y 49 (para ambos padres)

	Puntuación en inglés para los padres (vea preguntas 22,23)				
	16-18	13-15	10-12	7-9	3-6
actividades con los padres:					
una gran variedad	6	5	4	3	2
unas cuantas	5	4	3	2	1
variedad moderada	4	3	2	1	1
muy pocas o ninguna	2	2	1	1	1

50,51 a ¿Espera usted que x pase una cantidad de tiempo fijo en estudios o en las asignaciones aparte del tiempo designado en la escuela?

madre	padre	
1	1	Sí
2	2	No

b Si contesta sí, pregunte:
¿Cuánto tiempo espera usted que x estudie cada día ?

madre	padre	
1	1	más de 2 horas cada día
2	2	alrededor de 1 a 2 horas cada día
3	3	alrededor de 1 hora cada día
4	4	menos de 30 minutos cada día o el tiempo que el niño quiera
5	5	ningún tiempo esperado

52 Si los padres esperan que x continúe su educación después que termine la escuela (vea preguntas 3,4) pregunte: ¿Ha considerado usted hacer arreglos financieros para enviar a x a un colegio o a una universidad?

1 Sí
2 No, todavía no
3 No se necesita hacer planes: familia acomodada
4 Esperaremos hasta que x termine escuela superior
Otra contestación:

Si contesta sí, ¿Cuáles son esos planes?
1 Evidencia de arreglos financieros (ahorros, seguros)
2 Se ha investigado, pero no se ha tomado acción
3 Se le ha dado consideración, pero no se ha investigado o no se ha tomado acción
Otra contestación:----------------------

Escala de evaluación para la pregunta 52
1 existen arreglos financieros
2 se ha investigado, pero no se ha tomado acción
3 se ha considerado, pero no se ha investigado
4 todavía no se ha considerado
5 esperaremos hasta que x termine la escuela superior
6 no hay planes para educación futura

Para uso en las preguntas 53 a 58

¿Cuán frecuentemente felicita o elogia usted a x por su trabajo escolar?

madre	padre	
1	1	todos los días
2	2	casi todos los días (varias veces a la semana)
3	3	dos o tres veces a la semana
4	4	una o varias veces a la semana
5	5	nunca lo/la elogiamos

Escala de evaluación para las preguntas 53 y 54 (complete para ambos madre y padre)

	Expectativas de trabajo (vea preguntas 7,8)		
	mayor	moderado	bajo
Cantidad de elogios por los padres:			
todos los días o casi todos los días	6	5	3
2 ó 3 veces a la semana	5	4	2
una vez o menos a la semana	3	2	1
nunca elogiamos	1	1	1

Escala de evaluación para las preguntas 55 y 56 (complete para las madres y padres)

Cantidad de elogios por los padres	Expectativas educativas (vea preguntas 3 y 4)		
todos los días o casi todos los días	6	5	3
2 ó 3 veces a la semana	5	4	2
una vez o menos a la semana	3	2	1
nunca elogiamos	1	1	1

59a En este momento, ¿en qué pasatiempos o actividades está x interesado ? Enumere los pasatiempos y actividades:--------------

----

No está interesado en pasatiempos.

b ¿A quién se le debe el interés de x en estos pasatiempos?

1 ambos padres iniciaron este interés
2 la madre inició este interés
3 el padre inició este interés
4 el niño comenzó a estar interesado sin la participación de los padres
5 alguien fuera de la familia inició el interés

Escala de evaluación para la pregunta 59

	Número de pasatiempos		
	3 ó más	2	1
Inicio del interés:			
ambos padres	6	5	4
uno de los padres	5	4	3
ninguno de los padres	2	1	1

60,61 ¿Sabe usted que temas está x estudiando (o ha terminado de estudiar) en aritmética o inglés?

madre	padre	
1	1	sabe temas específicos (ejemplo: división de fracciones)
2	2	indica duda acerca de temas en específico (ejemplo: yo creo que es división de fracciones)
3	3	sabe temas generales (ejemplo: fracciones)
4	4	indica duda de los temas generales (ejemplo: yo creo que son fracciones)
5	5	no tiene idea de los temas actuales pero menciona temas estudiados anteriormente
6	6	no tiene idea de los temas que estudiado
		Otra contestación:-------------------------------

62,63 ¿Qué nota obtuvo x en el último examen de aritmética y de inglés?

madre	padre	
1	1	Conocimiento específico de las notas en ambas materias (ejemplo: B en aritmética y C en inglés)
2	2	Conocimiento específico de la nota en una de las materias
3	3	Indica duda de las notas en ambas materias (ejemplo: Yo creo que B en aritmética y probablemente C en inglés)
4	4	Indica duda en relación a una de las materias, y ningún conocimiento de la otra
5	5	Menciona las notas de un examen anterior pero no puede indicar los resultados del último examen
6	6	Ningún conocimiento de las notas del niño en cualquiera de las dos materias
		Otra contestación:-------------------------

64 a ¿Tiene usted una enciclopedia en su casa (o libros de información?

1 Sí 2 No

b Si contesta sí: ¿De qué clase son? (Llene la tabla)

c ¿Por cuánto tiempo los ha tenido? (Llene la tabla)

	Tiempo que los ha tenido			
	menos de un año	1 a 2 años	3 a 4 años	más de 5 años
Tipo de enciclopedia o libros de referencia				
1				
2				
3				
4				
5				

d ¿Cuán frecuentemente la madre y x se reúnen para mirarlos?

1 Alrededor de una vez/o más a la semana
2 Una o dos veces al mes
3 Nunca, o no muy a menudo
Otra contestación:--------

e ¿Cuán frecuentemente el padre y x se reúnen para mirarlos?

1 Alrededor de una vez/o más a la semana
2 Una o dos veces al mes
3 Nunca, o no muy a menudo
Otra contestación:--------

Escala de evaluación para la pregunta 64

1 Mucha discusión sobre los libros (ambos padres o uno de los padres u otro miembro de la familia)
2 Mucha discusión sobre los libros con una persona de la familia
3 Discusión sobre los libros alrededor de una o dos veces a la semana con muchos de los miembros de la familia
4 Discusiones sobre los libros una o dos veces al mes con uno de los miembros de la familia
5 Los libros existen pero raramente hay discusión
6 No hay libros

65,66 ¿En cuáles actividades educativas los padres y x han participado juntos en los últimos seis meses (a cúales visitas ustedes han ido juntos, qué sitios ustedes han visitado juntos)? Enumere las actividades:

madre	padre	
1	1	han participado en 5 ó más actividades educativa (ejemplo: actividades como visitas a conciertos, museos, zoológicos, sitios históricos)
2	2	participado en 3 a 4 actividades de alto valor educativo
3	3	participado un 1 ó 2 actividades de valor educativo
4	4	participado en 4 ó más actividades recreativas (ejemplo: visitas a eventos deportivos)
5	5	participado en 1 a 3 actividades recreativas juntos
6	6	ninguna actividad fuera de casa
		Otra contestación:---------------------

67a En los últimos cuatro fines de semana, ¿cuántas caminatas (pasadias), giras, o excursiones ustedes han llevado a x?

1 una en cada uno de los fines de semana
2 en tres de los fines de semana
3 2
4 1
5 ningún fin de semana

b En los próximos cuatro fines de semana, ¿cuántas caminatas, giras o excursiones usted ha planificado para llevar a x?

1 en los cuatro
2 probablemente tres de ellos
3 2
4 1
5 ninguno de ellos-

Escala de evaluación para la pregunta 67

a 1 fin de semana: 1 2 fines de semana:2
3 ó mas fines de semana: 3

b 1 fin de semana: 1 2 fines de semana:2
3 ó mas fines de semana: 3

Escala de evaluación para la pregunta 69

Inicio del interés en los cursos	Número de cursos tomados			
	cursos educativos		cursos recreativos	
	2 ó más	1	2 ó más	1
ambos padres	6	5	4	3
un solo padre	5	4	3	2
alguien fuera de la familia	3	2	1	1

70a ¿Qué es lo que generalmente x hace durante el tiempo en que el/ella llega de la escuela, y la hora de la comida?
1 hace sus asignaciones, lee, estudia
2 toma cursos: música, arte, cerámica
3 participa en pasatiempos: diga cúal-------------------
4 juega fuera del hogar
5 ve televisión o escucha la radio
Otras actividades:

b Después de la comida ¿qué es lo que generalmente x hace?
1 asignaciones y después lee (o simplemente lee)
2 asignaciones y después se dedica a su pasatiempo (ó sólamente en su pasatiempo)
3 lee y ve la televisión
4 ve la televisión o escucha la radio
Otras actividades:

Escala de evaluación para la pregunta 70

en la tarde		en la noche	
completamente recreacional	1	completamente recreacional	1
educativo y recreacional	2	educativo y recreacional	2
cursos y pasatiempos	3	cursos y pasatiempos	3

71 a ¿Alrededor de cuántas horas x ve televisión durante el sábado y el domingo?
- 1 no ve televisión los fines de semana
- 2 menos de 1 hora cada día
- 3 entre 1 y 3 horas cada día
- 4 entre 4 y 5 horas cada día
- 5 más de 5 horas cada día

b ¿Y durante los días de la semana? ¿Cuánto tiempo ve televisión cada día?
- 1 no ve televisión
- 2 menos de 1 hora cada día
- 3 entre 1 y 3 horas cada día
- 4 entre 4 y 5 horas cada día
- 5 más de 5 horas cada día

c ¿Qué tipo de programas de televisión generalmente x ve?
- 1 mayormente educativos (programas de asuntos de actualidad, documentales de ciencia)
- 2 combinación de educativos y recreativos
- 3 todos recreativos
- 4 no sé

Enumere los programas regulares:

d ¿Cuán frecuentemente los padres discuten los programas de televisión con X?
- 1 muy regularmente
- 2 ocasionalmente
- 3 solamente han discutido uno o dos programas
- 4 nunca le hemos dado seguimiento con alguna discusión

Otra contestación:

Escala de evaluación para la pregunta 71
- 1 mayormente programas educativos, mucha discusión
- 2 mayormente educativos, con discusión moderada
- 3 combinación de educativo y recreativo, con mucha discusión
- 4 combinación de educativo y recreativo, con discusión moderada
- 5 mayormente recreativo, con mucha discusión
- 6 mayormente recreativo con discusión moderada

74,75 Si usted observa que x tiene verdadera dificultad con algo que está haciendo (ejemplo arreglar un juguete, hacer asignaciones...) ¿generalmente, que haría usted?

Lea las alternativas

madre	padre	
1	1	generalmente hacerlo por x
2	2	sentarse con x y ayudarlo/a
3	3	ofrecerme a ayudarlo
4	4	esperar que x solicite ayuda y entonces enseñarle como hacerlo
5	5	esperar que x solicite ayuda, pero insistir que x continue haciéndolo por si sólo

76, 77 ¿Qué nivel educativo obtuvieron sus padres?

madre	padre	
7	7	post-grado
6	6	grado universitario
5	5	escuela superior y algunos años de colegio
4	4	terminaron escuela superior
3	3	alguna escuela superior
2	2	terminaron escuela elemental
1	1	algunos años de escuela elemental

78 Para la última pregunta: ¿Cómo reaccionaría usted a las siguientes declaraciones (muy de acuerdo (1), de acuerdo (2), no sé (3), en desacuerdo (4), muy en desacuerdo (5)).

	muy de acuerdo	de acuerdo	no sé	en desacuerdo	muy en desacuerdo
a) Cuando el varón se casa, su mayor lealtad todavía es hacia sus padres	1	2	3	4	5
b) Cuando la mujer se casa su mayor lealtad todavía es hacia sus padres	1	2	3	4	5

Name (Please Print) ______________________ Parent Teacher Form: PAP
(circle one)

School ______________________ Date: ______________________

For each pair circle a or b to show which activity you think a parent should be more concerned about encouraging in a three-to-four year old child.

---

1. a) singing children's songs
   b) climbing and exercising

2. a) make-believe with small people and animals
   b) making something from different materials

3. a) climbing and exercising
   b) playing a board game like "Candyland"

4. a) building something with table blocks
   b) pretending to be a favorite fictional character

5. a) playing a paper and pencil game like connect the dots
   b) balance and coordination activities

6. a) pretending to be a favorite fictional character
   b) playing a board game like "Candyland"

7. a) building something with table blocks
   b) singing children's songs

8. a) dancing and movement expression
   b) make believe with small people and animals

9. a) climbing and exercising
   b) building something with table blocks

10. a) making something from different materials
    b) balance and coordination activities

(circle one)

Name (Print Please) ____________________ Teacher Parent Form: PAPAD

School ____________________ Date ____________________

For each pair circle a or b to show which activity you think a parent should be more concerned about encouraging in a three-to-four year old child.

---

1. a) Counting out different numbers of objects

   b) Painting a picture of something

---

2. a) Learning the sounds of the letters of the alphabet

   b) Forming clay into different objects

---

3. a) Making something with blocks

   b) Learning color and shape names

---

4. a) Painting a picture on the easel board

   b) Make-believe using puppets

---

5. a) Figuring out how something is wrong

   b) Forming clay into different objects

---

6. a) Thinking about how two objects are alike

   b) Making something with blocks

---

7. a) Make-believe using puppets

   b) Planning what to do next

---

8. a) Pretending with dress-up clothes

   b) Figuring out how something is wrong

---

9. a) Thinking about how two things are alike

   b) Imagining with miniature toys

---

10. a) Make-believe using puppets

b) Counting out different numbers of objects

---

11. a) Planning what to do next

b) Counting out different numbers of objects

---

12. a) Pretending with dress-up clothes

b) Learning the sounds of the letters of the alphabet

---

13. a) Figuring out how something is wrong

b) Learning the sounds of the letters of the alaphabet

---

14. a) Imagining with miniature toys

b) Learning color and shape names

---

15. a) Planning what to do next

b) Painting a picture of something

---

16. a) Making something with blocks

b) Imagining with miniature toys

---

17. a) Learning color and shape names

b) Thinking about how two things are alike

---

18. a) Forming clay into different objects

b) Pretending with dress-up clothes

10. a) Make-believe using puppets

    b) Counting out different numbers of objects

11. a) Planning what to do next

    b) Counting out different numbers of objects

12. a) Pretending with dress-up clothes

    b) Learning the sounds of the letters of the alphabet

13. a) Figuring out how something is wrong

    b) Learning the sounds of the letters of the alaphabet

14. a) Imagining with miniature toys

    b) Learning color and shape names

15. a) Planning what to do next

    b) Painting a picture of something

16. a) Making something with blocks

    b) Imagining with miniature toys

17. a) Learning color and shape names

    b) Thinking about how two things are alike

18. a) Forming clay into different objects

    b) Pretending with dress-up clothes

Child's Name ______________________ Birthdate __________ Age __________

Parent's Name ______________________ Phone No. __________

Address ______________________ Date __________

HOME SCREENING QUESTIONNAIRE

Ages 1–6 Years

Please answer all of the following questions about how your child's time is spend and some of the activities of your family. On some questions, you may want to check more than one blank.

1. a) Do you get any magazines in the mail? YES NO
   b) If yes, what kind?
   ___ home and family magazines
   ___ news magazines
   ___ children's magazines
   ___ other

2. Does your child have a toy box or other special place where he/she keeps hjis/her toys? YES NO

3. How many children's books does your family own?
   ___ 0 to 2
   ___ 3 to 9
   ___ 10 or more

4. How many books do you have besides children's books?
   ___ 0 to 9
   ___ 10 to 20
   ___ more than 20

   Where do you keep them?
   ___ in boxes (packed)
   ___ on a bookcase
   ___ other (explain) ______________________
   ____

5. How often does someone take your child into a grocery store?
   ___ hardly ever; I prefer to go alone.
   ___ at least once a month
   ___ at least twice a month
   ___ at least once a week

6. About how many times in the past week did you have to spank your child? ______________________

7. Do you have a T.V.? YES NO
   About how many hours is the T.V. on each day? ______________________

8. How often does someone get a chance to read stories to your child?
   ___ hardly ever
   ___ at least once a week
   ___ at least 3 times a week
   ___ at least 5 times a week

9. Do you ever sing to your child when he/she is nearby? YES NO

10. Does your child put away his/her toys by himself/herself most of the time? YES NO

11. Is your child allowed to walk or ride his tricycle by himself/herself to the house of a friend or relative? YES NO

12. What do you do with your child's art work?
   ___ let him/her keep it
   ___ put it away
   ___ hang it somewhere in the house
   ___ throw it away shortly after looking at it

13. In the space below write what you might say if your child said, "Look at that big truck."

14. What do you usually do when a friend is visiting you in your home and your child has nothing to do?
   ___ suggest something for him/her to d
   ___ offer him/her a toy
   ___ give him/her a cookie or something to eat
   ___ put him/her to bed for a nap
   ___ play with him/her

15. How often does your child eat a meal at the table with both mother and father (or otner adult male)?
___ never
___ at least once a month
___ at least once a week
___ at least twice a week
___ at least 3 or 4 times a week
___ at least once a day

16. How often does your child spend time playing or "working" with his/her father (or other adult male)?
___ at least 4 times a week
___ at least twice a week
___ at least once a week
___ at least once a month
___ never

17. How often does someone get a thance to take your child out of the house for an outing (shopping, park, zoo, restaurant, museum, car trip, library, etc.)?
___ at least 6 times a year
___ at least once a month
___ at least twice a month
___ at least once a week

18. Check the things which you (or other adult or older child) are helping or have helped your child to learn:
a.___ colors (like naming colors of things)
b.___ alphabet
c.___ numbers
d.___ understanding of time (like morning-afternoon & now-later)
e.___ shapes (like drawing circles or squares)
f.___ reading new words or writing his/her name

19. Has your child learned any songs, prayers, or nursery rhymes? YES NO

If yes, where did he learn them?
___ at day care or preschool
___ from a sister or brother
___ at church or Sunday School
___ from mother or father
___ from television

20. It is 30 minutes before dinner and your child is hungry. Most of the time you would:
___ give him/her a snack
___ have him/her wait for dinner

21. Which items do you somethimes let your child choose for himself/herself?
___ part of what to have for breakfast or lunch
___ favorite foods in the grocery store (fruit, cereal, cookies, etc.)
___ the clothes he wants to put on
___ none of the above

22. What would you do if your child got anry and hit you?
___ hit him/her to show him/her it hurts
___ send him/her to his/her room
___ spank him/her
___ talk to him/her
___ ignore it

23. Do you have any pets? YES NO

24. Do you have any plants in your house? YES NO

25. Which of the following best describes your neighborhood?
___ it is not as clean as I would like it
___ the houses are not well cared for
___ it is well cared for
___ it is well cared for and attractive

26. How many bedrooms does your house have? ____________
How many people are living in your house? ____________

27. Do you occasionally try new recipes that you find in the newspaper or magainze? YES NO

28. Is anyone in the family presently taking a class in school at the college level? YES NO

29. Who buys the groceries for the family?

	Sometimes	Often
Mother	____	____
Father	____	____
Grandparents	____	____
Older child	____	____
Other	____	____

Go to next page

30. Most of the decisions about how the family income is to be spent are made by:
___ Mother
___ Father
___ Grandparent
___ Friend

31. How often do you and your child get a chance to play together (like pretend games, dolls, house, cars and trucks, or table games)?
___ hardly eve; too young
___ at least once a week
___ at least 3-4 times a week
___ every day

32. Do you have any friends or relatives with children about the same age as your child? YES NO

33. When your child asks if he/she can do something you think he/she is too young to do, would you be more likely to say:
___ no, I don't want you to
___ no
___ not now
___ No. You're too young now but when you're older you'll be able to do it.

34. What would happen if your child spilled hsi/her milk?
___ he/she would be spanked
___ he/she would have to clean it up
___ someone else would clean it up
___ he/she would be sent to his/her room

PLEASE COMPLETE THE CHECKLIST ON THE NEXT PAGE.

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Appendix I

Sample Teacher Questionnaires

Penn State's COMP BI ECE
Teacher Beliefs about Parenting
Developed by Lourdes Diaz Soto, Project Director

These questions will help you to assess your feelings and beliefs about parents and childrearing practices. There are no "right" or "wrong" answers to any of these questions.

People have different points of view. The best answer is your own personal opinion.

Answer by checking either Strongly Agree, Moderately Agree, Slightly Agree, Slightly Disagree, Moderately Disagree, or Strongly Disagree.

1. Parents are completely responsible for their children.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

2. Children are the responsibility of the family and the society.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

3. A teacher's responsibility toward children should be confined to the school.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

4. Each parent is in charge of his or her own destiny.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

5. Supportive services are an intrusion on a family's life.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

6. If a parent is not self sufficient then he/she is incompetent.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

7. There are no self sufficient families.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

8. A variety of child rearing practices can be successful.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

9. A variety of family types can be successful (e.g., intact, divorced).

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

10. Most parents can do a good job on their own.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

11. Parenting is challenging, demanding, and time consuming.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

12. Parents have differing goals and different ways of accomplishing them.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

13. Parents differ with regard to skills and knowledge.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

14. If a child is raised by a low socio-economic family then the chances for school success are limited.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

15. Parents need to have concrete plans for their child since high parental expectations are not enough.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

16. Parents who are interested, concerned, and involved is their child's education will see greater academic gains.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

17. A teacher's effectiveness rests upon the ability to maintain a "professional distance" from parents.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

18. A teacher's effectiveness is enhanced when the teacher can see the world from the parent's point of view.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

19. Teachers of young children should be encouraged to see the value of incorporating home visits.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

20. Teachers should brainstorm for ways of incorporating parents into everyday classroom activities.

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree

Describe briefly a parent's role, a teacher's role, and any interrelationships that you might envision with regard to childrearing and teaching practices. Write a "P" next to the statement that you feel is a parent's role; a "T" next to the statement that you believe is a teacher's role; and a "B" next to the statement that is both a teacher's and a parent's role.

______ trips to museums

______ bathing a child

______ teaching a child to read

______ teaching a child to use a new toy

______ teaching a child to jump rope

______ correcting language use

______ relaxation techniques

______ math computations

______ physical health

______ enrichment

______ table manners

______ handling aggression

______ reading stories

______ social skills to be used with other children

______ personal hygiene

______ social skills to be used with adults

______ dental hygiene

______ detecting learning disabilities

______ assuring healthy vision and learning

______ referrals for special needs

______ choosing hobbies

______ sports ability

______ speaking capabilities

______ computer use

______ dramatic play approaches

______ sharing

______ values

______ religious morals

Teacher Conceptions of the Educative Process for Five Year Old Children in Kindergarten Classrooms

This questionnaire asks you to endorse one of the six alternatives: Strongly Agree (6), Agree (5), Mildly agree (4), Mildly disagree (3), Disagree (2), and Strongly disagree (1) for each of the following items as pertains to teaching five year olds in kindergarten.

1. Teaching of specific skills and factual subject matter is the most important function of the kindergarten.
2. The curriculum consists of subject matter to be learned and skills to be acquired.
3. The backbone of the kindergarten curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter.
4. Children's failure is averted when mastery of subject matter is the prime requisite for promotion.
5. The over-all plan of education suffers when teachers depart substantially from the subject outline.
6. Grading children separately on achievement and citizenship assures that teachers will insist on mastery of subject matter as well as good behavior.
7. Before children are encouraged to exercise independent thought they should be thoroughly grounded in the facts and knowledge about the subject.
8. Learning is essentially a process of increasing one's store of information about various fields of knowledge.
9. The structure of a field of knowledge is intrinsically interesting to children when it is clearly taught.
10. In teaching it is quite essential to cover the material in the course of study.
11. The main reason for the curriculum guide is to provide the teacher with definite information regarding the material to be covered.
12. The essential function of school courses lies in their preparing children for later courses.
13. The teacher assures optimum learning conditions by giving top priority to the social-emotional needs of children.
14. The development of social and emotional security for children is the most important function of the kindergarten.
15. The individuality of children is sustained when teachers make allowances in their evaluations for the varying interests children have.
16. Children gain a sense of belonging when the teacher encourages friendships among children in the room.

17. Teachers increase their chances of directing the work into productive channels by having children participate in the planning.

18. Group activity teaches children to think and plan together, independent of direct supervision by theteacher.

19. The goals of education should be dictated by children's interests and needs as well as by the larger demands of society.

20. The attitudes learned by a child are often the most important result of a lesson or unit.

21. Small group work uses to best advantage the contrasting personalities, skills, and interests children have.

22. Teachers who like children will usually encourage children initiation and participation in planning lessons.

23. The effectiveness of the teacher depends entirely on the amount of personal interest he can invest in the progress of each child.

24. Children master the essentials of a subject only when extensive plans are made for accommodating individual differences in children.

25. A teacher can frequently "reach" a rebellious child by taking an intense personal interest in his or her welfare.

26. Nothing stimulates a child to apply himself or herself more diligently than a warm, personal interest in his progress shown by the teacher.

27. Teachers who do not like children will usually decide on and plan lessons alone rather than use child participation.

28. There is too great an emphasis on keeping order in the classroom.

29. Children should be given more freedom in the classroom than they usually get.

30. A properly motivated group of mature children might learn more in a semester's time if they were left entirely to their own resources than if they had a teacher to guide them.

31. Children frequently learn much more under their own initiative than they do under teacher direction.

32. Across-the-school routine imposes a consistency in classroom procedure which tends to restrict important avenues for learning.

33. Children are motivated to do better work when they feel free to move around the room while the class is in session.

34. Nothing captures childrens' interest in school work as quickly as allowing them to wrestle with problems of their own choosing.

35. When given a choice of activity, children generally select what is best for them.

36. Time to choose freely their own activity during the school day is a must for morale.

37. Children learn best when permitted to set their own pace in doing the work.

38. A firm hand by the teacher promotes emotional security for children.

39. Children do their best work when they know exactly what to expect from day to day.

40. Children must be kept busy or they soon get into trouble.

41. Children need and should have more supervision and discipline than they usually get.

42. A well established classroom routine enhances the emotional stability of children.

43. Children must see clearly that it is the teacher, not they, who has charge of classroom learning.

44. Children learn the necessary skills of group participation only when they are exposed to sequences of activity requiring increasingly difficult skill in kindergarten.

45. The effective teacher has complete control of the learning situation at all times.

46. The teacher who organizes the material and presents it to children in a forceful way gets the best results.

47. Establihsing the rules well in advance strengthens the teacher's hand in meeting the various problems that might arise.

48. A teacher's effectiveness rests upon her ability to maintain proper "professional distance" between the children and herself.

49. Children are induced to greater motivation when the teacher remains somewhat aloof from the interpersonal affairs of the class.

50. Effectiveness is seriously impaired when the teacher becomes emotionally involved in the personal problems of children.

51. The effectiveness of teaching is enhanced when the teacher has the ability to see the world as each of the children sees it.

52. Children who misbehave or do not learn are generally children who need more love.

53. Children learn best in an atmosphere filled with love and emotional support.

54. The teacher's ability to see the world as each of the students sees it is an absolute must if the teacher is to have any success at all in teaching.

55. Good rapport with children is maintained by the teacher who always finds time to help individuals with special problems.

56. The use of sarcasm by the teacher can accomplish nothing but emotional harm for the child.

57. Learning is enhanced when teachers praise generously the accomplishments of the child.

58. The child's impression of the teacher's personality greatly influences what he learns.

59. Children learn to stay alert when they are expected to respond immediately to teacher demands.

60. In the interest of good discipline, children who repeatedly disrupt class must be severely punished.

61. Proper control of a class is amply demonstrated when children work quietly while the teacher is out of the room.

62. Optimum learning takes place when the classroom setting is completely free of distractions.

63. Under ideal conditions children would view each teacher as a "specialist" in the subject taught.

64. Children learn efficiently the essentials of a subject when every member of the class moves simultaneously through carefully planned lesson sequences.

65. The natural flow of events is enhanced by the teacher who manages to eliminate any disruptive child behavior.

66. A good teacher will establish a routine and stick to it.

67. The logical structure of subject matter is the most realistic guide to the organization of the work in the classroom.

68. Children respect teachers who expect them to work hard in school.

69. Lessons presented in the form of problems to be solved are the best means of motivating pupils.

70. Children learn self direction by having opportunities to set their own goals for learning.

71. Children respect teachers who stand firm on their convictions.

72. The completion of any worthwhile task in education requires hard work on the part of pupils.

73. Children gain more satisfaction from doing a difficult task well than any other achievement.

74. Children never really understand a subject until they can relate what they have learned to the broader problems of the world.

75. Teachers must always be prepared to explain to pupils interrelationships among various elements of the overall curriculum.

76. Teacher must set definite items aside to show pupils the relationships between their subject and the overall goal of education.

77. Children gain better understanding of the subject if assignments are presented to them as a series of interrelated problems.

78. The basic function of education is fulfilled only when children are led to understand the general significance of the material they have learned.

79. If curriculum plans are to be developed, they must go into detail on how course content can be integrated across subjects.

80. In planning their work teachers should rely heavily on the knowledge and skills children have acquired outside the classroom.

81. The child's knowledge is best developed when teachers interrelate facts and figures from many different subject fields.

82. The deep interest which children sometimes develop in one subject can be valuable to them, but only if teachers succeed in broadening their perspectives across subject matter boundaries.

83. The most important thing a teacher can do to set the stage for learning is to discover the interests of children.

84. The teacher must avoid strict adherence to the sequence provided by a textbook series.

85. An essential component of a good lesson is one of showing how it is related to other areas of knowledge.

Interview Schedule

1. Address the items of the original questionnaire which were significant (Responses of 1 or 6). Choose no more than two. How can you accomplish this?

2. A. What is the teacher's role in the educative process? What do you consider important? How can you put that belief into practice? How might you accomplish this?

   B. What does teacher directiveness mean to you? Could you give me an example? Does it mean anything else? Example?

3. What is the student's role in the educative process? How does an individual student affect your practice in the classroom? Do you ever feel you might be harming a child in any way when you are trying to teach or help the child? Explain.

4. What is the school's role in the educative process? How would your classroom practice be affected if your administrator adhered to theory X and you believed in theory Y? What would you do?

5. Address issues in the Interview Questionnaire. 1) How do you think ________ has had an effect on your beliefs? 2) Why do you think ________ has had little/no effect on your beliefs?

6. What theories of development are available to the teacher? Can you name a few? To what extent is your teaching practice influenced by these theories?

7. How does a person develop an educational philosophy or orientation? Have you experienced any changes in your educational philosophy or orientation? What caused the change?

8. If you could give a one or two word descriptor of your developmental philosophy, what would it be? (behaviorist or cognitive-interactionist or maturationist)

Preliminary Interview Questionaire

Circle the option which indicates to what extent each of these factors have influenced your current beliefs concerning the educative process. The options are: none (1), a little (2), average (3), and considerable (4).

a.	mother	1	2	3	4
b.	father	1	2	3	4
c.	grandparents	1	2	3	4
d.	grade/high school teachers	1	2	3	4
e.	college courses	1	2	3	4
f.	professors	1	2	3	4
g.	professional teachers	1	2	3	4
h.	teaching experience	1	2	3	4
i.	experts	1	2	3	4
j.	books	1	2	3	4
k.	popular television	1	2	3	4
l.	educational television	1	2	3	4
m.	sex	1	2	3	4
n.	ethnic background	1	2	3	4
o.	peers	1	2	3	4

BELIEFS ABOUT DEVELOPMENT

The purpose of this questionnaire is to determine your beliefs about the development of young children. We are interested in your opinions. There are no right or wrong answers.

Directions: Assume that all questions refer to preschool children who are 4-5 years old. Read each item and decide which answers you think are most important. Number your choices as follows:

1 = best answer

2 = second best answer

1. What makes two preschool children friends?

____They are encouraged to spend time together.
____They are about the same age and same size.
____They think about things in similar ways.

2. Where do children's misconceptions about the world come from?

____Television and other children present confusing information.
____Misconceptions are a natural part of childhood.
____Children interpret their observations incorrectly.

3. Why do children's misconceptions about the world eventually change?

____As they get older, they outgrow immature ideas.
____Adults or older children present the correct information.
____Their curiosity motivates them to test their ideas.

4. How do children come to understand the parent's viewpoint?

____They figure out how the parent thinks from everyday experiences with the parent.
____Parents must explain their viewpoint to children.
____When they reach a certain stage, they are able to understand the parent's viewpoin

5. How do children come to know why some things float and others sink?

____Parents or teachers must explain the concept to them.
____They discover the concept by experimenting with objects.
____They know why things float when they reach a certain stage.

6. What good does playing with others serve for young children?

____They have an opportunity to test and develop their ideas.
____Playmates teach each other new ideas and behaviors.
____During play children demonstrate the skills that are appropriate for their age.

7. What makes children act independently?

____They reach a stage when they can do things alone.
____Parents praise them for doing things on their own.
____They have a desire to experiment with new ideas and actions.

8. When do children usually follow rules?

____When they want the approval of others or they fear punishment.
____When the rules are appropriate for their age level.
____When children understand the reasons for the rules.

9. How do young children make decisions?

____They make decisions by weighing all the alternatives.
____They rely on adults to help them decide.
____They decide on the basis of what a child their age usually knows.

10. How do young children become able to plan things ahead of time?

____When children are ready, they are able to plan.
____They discover through daily experiences that planning is important.
____Parents emphasize the importance of planning ahead.

11. How do young children come to realize that other children may feel different than they do?

____Teachers and parents teach children to recognize different feelings.
____Their curiosity leads them to think about the feelings of others.
____Some children seem to naturally understand that others have different feelings.

12. What makes a child come to realize that some things are alive and others are not?

____Adults describe and label the important characteristics for them.
____At a certain age they know the distinction naturally.
____The child discovers the concept by observing and thinking about different things.

13. How do children become able to resolve conflicts with their playmates?

____Some children are naturally more agreeable or cooperative than others.
____They discover that cooperation reduces playtime conflicts.
____They are encouraged by parents to get along.

14. How do young children come to understand the differences between plants and animals?

____The distinction is obvious to children at a certain age.
____They formulate the concept by observing and thinking about living things.
____They are taught the important characteristics of each group.

15. How do young children become able to find their way home from school on their own?

____They are given directions by others and then practice the skill with supervision.
____Children's sense of direction improves as they grow older.
____Children's abilitities to observe and reason strongly influence this skill.

16. How do children know that a candy bar broken into pieces is still the same amount of candy?

____While playing with objects, children think about the relationship of parts and wholes.
____Adults keep reminding them that the amounts are equal.
____Children begin to know this when they reach a certain age.

17. How do children come to realize that parents cannot control the times of TV programs?

____Parents must explain this to children a number of times before it sinks in.
____They figure this out by observing parents' limitations.
____As they get older, they outgrow such confusion.

18. How do children come to know that TV commercials are different from regular shows?

____This understanding comes naturally as children develop.
____Repeated exposure and explanation from others helps them learn the difference.
____They gradually formulate the concept as they observe the difference.

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19. Why are children able to make up imaginative stories?

____Make believe is a natural part of childhood.
____Teachers and parents encourage and foster the child's imagination.
____As children play with others and think about objects, their imagination develops.

20. How do children become able to read a clock?

____They must develop the concept of time and know their numbers.
____They reach a stage when they are ready to learn.
____They are taught by parents or teachers.

21. How do young children come to understand that cartoon characters are not real?

____Parents tell them that these stories are make-believe.
____At some point, the difference is obvious to children.
____Their everyday experiences help them realize that cartoon characters cannot be rea

22. Why do children begin to take care of their toys and other belongings?

____Parents continually remind them that this is important.
____They realize that they will have toys longer if they take care of them.
____Some children seem to have a natural tendency to be neat and orderly.

23. How do children come to know when to follow rules and when to be independent?

____If children know why the rules exist, they will know when to follow them.
____The natural balance between rules and independent action emerges spontaneously.
____Adults explain when rules must be followed.

24. How do children overcome irrational fears?

____They rely on adults to calm their fears.
____Most children outgrow the stage when they are susceptible to such fears.
____Thinking processes lead to the discovery that the fears are unfounded.

25. What makes young children be cautious in dangerous situations?

____They naturally fear danger.
____They are taught to recognize danger.
____They observe danger signals and regulate themselves.

26. How do children get the desire to do their best?

____Some children seem to be born with a desire to succeed.
____They imitate adults who work hard.
____Their curiosity motivates them to keep testing their ideas.

27. When are children best able to deal with sad feelings?

____When they are comforted by adults.
____When they understand what has caused the sadness.
____When they are mature enough to cope with the sad situation.

28. How do children form opinions?

____Opinions develop naturally as children grow older.
____Children's insights into everyday experiences are the basis of their opinions.
____They take on the opinions of their parents and peers.

29. How do children become able to solve everyday problems?

____Parents demonstrate the solutions for them.
____They relate past experiences to new situations.
____The necessary problem solving skills emerge spontaneously as children mature.

30. How do children come to realize the consequences of their actions?

____Children gradually become more aware of how things happen as they grow older.
____They think about possible outcomes of their actions.
____Adults praise their good behavior or ignore their bad behavior.

THANK YOU!!!

Appendix F

DEFINITIONS OF BELIEFS

L = Learning

Changes in the child are shaped by the social environment (parents, teachers, peers) and the physical environment (toys, situation). The mechanisms that lead to change are direct instruction, association, reinforcement, reward, punishment, imitation, and modeling.

C = Cognitive Developmental

The dynamic interaction between the child's existing knowledge and the environment is the key to development. Knowledge is the result of active processing on the child's part. The primary mechanisms responsible for learning and development (curiosity, exploration, discovery, self-regulation, experimentation) are internal to the child.

M = Maturational

Characteristics of the child emerge spontaneously as a result of natural biological growth. The gradual unfolding of genetically-based potential is the key to the child's readiness. The timing and patterning of behavior changes are independent of training or experience.

Revised Categories.

2. What is the teacher's role in the educative process?

directive			non-directive
1	2	3	4

Supporting remarks: ______________________________

____

____

3. a) What is the student's role in the educative process?

receipient			initiator
1	2	3	4

Supporting remarks: ______________________________

____

____

b) How does an individual student effect your practice in the classroom?

____

c) Do you ever feel you might be harming a child in any way when you are trying to teach or help the child?

Yes ________ No ________

Explain: ______________________________

____

4. What is the school's role in the educative process?

directive			non-directive
1	2	3	4

Supporting remarks: ______________________________

____

____

6. a) What theories or development are avialable to the teacher?

____

____

b) To what extend is your teaching practice influenced by these theories?

	none	very little	some	considerable
_____	1	2	3	4
_____	1	2	3	4
_____	1	2	3	4
_____	1	2	3	4

7. a) How does a person develop an educational philosophy or orientation?

passive external			active internal
1	2	3	4

b) Have you experienced any changes in your educational philosophy or orientation?

Yes _____ No _____

c) What caused the change?

____

____

8. If you could give a one or two word description of your developmental philosophy, what would it be? ____________________________

____

Summary

The subject's beliefs concerning the educative process were:

inconsistent			consistent
1	2	3	4
inflexible - closed			flexible - open
1	2	3	4
fixed			flux
1	2	3	4
static			evolving
1	2	3	4
dissatisfaction			satisfaction
1	2	3	4

Questionnaire

Teacher Conceptions of the Educative Process for Five Year Old Children in Kindergarten Classrooms

Cuestionario

Concepciones de maestros acerca de los procesos educativos para niños de cinco años de edad en los salones de kindergarten.

Este cuestionario le pide a usted que responda de acuerdo a una de las siguientes seis alternativas: Completamente de acuerdo (6), De acuerdo (5), Medianamente de acuerdo (4), Medianamente en desacuerdo (3), En desacuerdo (2), Completamente en desacuerdo (1), para cada uno de los siguientes items como pertenecientes a la ensenañza del niño de 5 años en el kindergarten.

1. La enseñanza de destrezas específicas y el contenido de una asignatura es la más importante función del kindergarten.
2. El currículo consiste en el aprendizaje de una asignatura y en la adquisición de unas destrezas.
3. La base del currículo para el kindergarten es el contenido de una asignatura; las activides son usadas mayormente para facilitar el aprendizaje del contenido de una asignatura.
4. El fracaso de los niños se evita cuando el dominio del contenido de una asignatura es el requisito primordial para la promoción.
5. Todo el plan educativo podece cuando los maestros se desvían substancialmente de los objectivos ya delineados.
6. Colocar los niños separadamente, de acuerdo a sus logros académicos y ciudadanía, garantiza que los maestros insistirán en el dominio de las asignaturas, al igual que el buen compartamiento.
7. Antes de fomentar en los niños el ejercicio de una pensamiento independiente, se deberá cimentar completamente una base en las verdades y conocimientos acerca de una asignatura.
8. El aprendizaje es esencialmente un proceso de incremento en el almacenaje de información sobre varios campos del conocimiento.

9. La estructura de un campo del conocimiento es de interés intrínseco para los niños cuando éstos son claramente enseñados.

10. En la enseñanza es completamente esencial cubrir el material del curso en estudio.

11. La mayor razón de las guías curiculares es proveer al maestro con la información concisa con respecto al material a cubrirse.

12. La función esencial de los cursos escolares consiste (o estriba) en preparar a los niños para los cursos siguientes (o avanzados).

13. Los maestros garantizan unas condiciones óptimas de aprendizaje cuando dan la mayor prioridad a las necesidades social-emocionales de los niños.

14. El desarrollo de una seguridad social y emocional para los niños es la función más importante del kindergarten.

15. La individualidad del niño es sostenida (o apoyada) cuando los maestros hacen concesiones en sus evaluaciones de acuerdo a los diferentes intereses que tengan los niños.

16. Los niños obtienen un sentido de pertenencia cuando el maestro fomenta la amistad (y/o el compañerismo) entre ellos dentro del salón de clases.

17. Los maestros aumentan sus oportunidades de convertir el trabajo en unos canales productivos cuando permiten la participación de los niños en su planificación.

18. Actividades de grupo enseñan a los niños a pensar y a planear juntos, independientemente de la supervisión directa de los maestros.

19. Las metas de la educación podrían ser dictadas por los intereses y necesidades de los niños, como también por las grandes demandas de la sociedad.

20. Las actitudes aprendidas por los niños son a menudo el resultado más importante de una lección o unidad.

21. Pequeños grupos de trabajo son usados para un mejor aprovechamiento entre niños que tienen contraste de personalidades, habilidades e intereses.

22. Los maestros que gustan de los niños, usualmente fomentarán entre ellos la iniciativa y participación en el planeo de la lección.

23. La efectividad del maestro depende enteramente de la cantidad de interés personal que el maestro invierta en el progreso de cada niño.

24. Los niños dominan la parte esencial de una asignatura, solamente cuando se hacen planes extensivos para acomodar las diferencias individuales de los niños.

25. Un maestro puede frecuentemente "ganarse o alcanzar" a un niño rebelde al dedicarle un intenso interés personal en el bienestar de éste.

26. Nada estimula más a un niño a ser más diligente, que un tierno y personal interés en su progreso, demostrado por su maestro.

27. Maestros que no gustan de los niños, usualmente decidirán planer su clase sola, en vez de usar la participación de los niños.

28. Hay demasiado énfasis en mantener el orden en el salón de clases.

29. Los niños podrían tener mayor libertad en el salón de clases que la que usualmente tienen.

30. Un grupo de niños maduros, propiamente motivados, podrían aprender más en un semestre si los dejaran bajo sus propios recursos, que si tuvieran un maestro para guiarlos.

31. Frecuentemente, los niños aprenden más bajo su propia iniciativa que bajo la dirección de un maestro.

32. A través de la rutina escolar se impone una consistencia en los procesos del salón de clases, las cuales tienden a restringir importantes vías de aprendizaje.

33. Los niños son motivados a hacer un mejor trabajo cuando ellos se sienten libres de moverse alrededor del salón mientras se está dando la clase.

34. Nada capta el interés de los niños en el trabajo escolar más rápido que permitirles luchar con problemas de su propia elección.

35. Cuando se les dan a escoger las actividades, los niños generalmente seleccionan lo que es mejor para ellos.

36. Tiempo para elegir libremente sus propias actividades durante el día escolar es (o debe ser) bueno para el espíritu.

37. Los niños aprenden mejor cuando se les permite ir a su propio paso para hacer su trabajo.

38. Una mano firme por parte del maestro promueve seguridad emocional en los niños.

39. Los niños hacen su mejor trabajo cuando saben qué esperar día por día.

40. Los niños deben mantenerse ocupados o pronto consiguen meterse en problemas.

41. Los niños necesitan y deberían tener más supervisión y disciplina que la que usualmente tienen.

42. El establecimiento de una buena rutina en el salón de clases aumenta la estabilidad emocional de los niños.

43. Los niños ven claramente que son sus maestros, no ellos, quienes tienen a su cargo el aprendizaje en el salón de clases.

44. Los niños aprenden las destrezas necesarias de participación en grupo, solamente cuando ellos están expuestos a una secuencia de actividades que requieran un aumento en dificultad en las destrezas en el kindergarten.

45. Un maestro eficaz, tiene en todo momento, un completo control de las situaciones de aprendizaje.

46. El maestro que organiza el material y lo presenta a los niños de una manera vigorosa (enérgica) consigue los mejores resultados.

47. Establecer bien las reglas por adelantado, refuerza al maestro, de manera, que reconozca los problemas antes de que éstos ocurran.

48. La efectividad del maestro descansa en su habilidad al mantener una propia distancia profesional entre él y los niños.

49. Se les induce gran motivación a los niños cuando los maestros se mantienen, hasta cierto punto, apartados de los asuntos interpersonales de la clase.

50. La efectividad es seriamente perjudicada cuando el maestro se enuvelue emocionalmente en los problemas personales de los niños.

51. La efectividad de la enseñanza es aumentada cuando el maestro tiene la habilidad de ver el mundo tal como cada niño lo ve.

52. Los niños que se comportan mal o no aprenden, generalmente son niños que necesitan más amor.

53. Los niños aprenden mejor en una atmásfera lléna de amor y soporte emocional.

54. La habilidad del maestro para ver el mundo tal como lo ven sus estudiantes es absolutamente imprescindible para que dicho maestro sea exitoso como tal.

55. Un buen acercamiento con los niños es mantenido por el maestro que siempre encuentra tiempo para ayudar a los individuos con problemas especiales.

56. El uso de sarcasmos, por parte del maestro, hace que haya daño emocional en el niño.

57. El aprendizaje aumenta cuando el maestro elogia generosamente los logros del niño.

58. La impresión que tenga el niño de la personalidad de su maestro, influye grandemente en su aprendizaje.

59. Los niños aprenden a estar atentos, cuando están a la expectativa de responder inmediatamente a las preguntas del maestro.

60. En el interés de una buena disciplina, los niños que repetidamente interrumpen la clase deben ser castigados severamente.

61. Un adecuado control de grupo es ampliamenente demostrado cuando los niños trabajan tranquilamente mientras el maestro está fuera del salón.

62. Se logra un aprendizaje óptimo cuando el salón de clases está completamente libre de distracciones.

63. Bajo condiciones ideales, los niños podrían ver cada maestro como un especialista en la materia que enseña.

64. Los niños aprenden eficientemente lo esencial de cada asignatura cuando, simultáneamente, cada miembro de la clase, sigue la secuencia de la clase que ha sido cuidadosamente planeada.

65. El flujo natural de eventos es aumentado por el maestro que controla, hasta eliminar, cualquier distracción en el comportamiento del niño.

66. Un buen maestro establecerá una rutina y sigue fiel a ella.

67. La estructura lógica del contenido de una asignatura es la guía mas realista para la organización del trabajo en el salón de clases.

68. Los niños respetan a los maestros que esperan de ellos un duro trabajo en la escuela.

69. Las clases presentadas en formas de problemas a ser resueltos son la mejor forma de motivar a los estudiantes.

70. Los niños aprenden la auto-dirección cuando tienen la oportunidad de decidir o establecer sus propias metas de aprendizaje.

71. Los niños respetan a los maestros que son firmes en sus convicciones.

72. En educación, el completar una tarea de valor requiere un trabajo arduo por parte de los estudiantes.

73. Los niños obtienen mejor satisfacción haciendo bien una tarea difícil que cualquier otro logro.

74. Realmente, los niños nunca entenderán una asignatura hasta que ellos la relacionen con lo que deben aprender de los numerosos problemas de este mundo.

75. El maestro debe siempre estar preparado para explicar a sus estudiantes la interrelección entre varios elementos de todo el currículo.

76. Los maestros deben tener aparte, una serie de detalles definidos, para demostrar a los estudiantes la relación entre la asignatura y todas las metas de la educación.

77. Los niños obtienen (o ganan) un mejor entendimiento de la clase si las asignaciones le son presentadas como una serie de problemas interrelacionados.

78. La función básica de la educación es satisfecha, solamente cuando los niños son dirigidos a entender y comprender el significado general del material aprendido por ellos.

79. Si planes curriculares han de ser desarrollados, deben contener detalles en cómo integrar el contenido de los cursos a otras materias.

80. En la planificación de su trabajo, los maestros deberían depender intensamente en el conocimiento y la habilidad que los niños han adquirido fuera del salón de clases.

81. El conocimiento del niño es mejor desarrollado cuando los maestros interrelacionan hechos y figuras de un sinnúmero de diferentes asignaturas.

82. El interés profundo que algunos niños desarrollan a veces en una asignatura en particular puede ser de valor para ellos pero solamente si el maestro exitosamente amplia sus perspectivas en otras asignaturas.

83. El acto más importante que puede hacer un maestro para preparar el escenario de aprendizaje es descubrir los intereses de los estudiantes.

84. El maestro debe evitar ceñirse estrictamente a la secuencia provista por una serie de libros de texto.

85. Un componente esencial de toda buena lección es aquel en el cual se demuestra la relación entre una área del conocimiento y otras.

Apéndice F

L = Learning A = Aprendizaje

Los cambios en los niños son modelados por el ambiente social (padres, maestros, compañeros), y por el ambiente físico (juguetes, situaciones). Los mecanismos que dirigen estos cambios son la instrucción directa, asociación, refuerzo, recompensa, castigo, imitación y modelaje.

C = Desarrollo cognitivo

La interacción dinámica entre el conocimiento existente del niño y el ambiente es la llave para el desarrollo. El conocimiento es el resultado de un proceso activo por parte del niño. Los mecanismos primarios, responsables del aprendizaje y desarrollo (curiosidad, exploración, descubrimiento, auto-regulación, experimentación), son internos en el niño.

M = Maduración

Los características del niño emergen espontaneámente como el resultado natural de su crecimiento biológico. La llave para que un niño esté listo es la gradual activación de su información genética. La cronología y patrones de cambio en el comportamiento son independientes del entrenamiento ó experiencia.

2. ¿Cuál es el rol del maestro en el proceso educativo?

directorio no-directorio

1 2 3 4

Observaciones que lo sustentan (Supporting remarks):

3. A. ¿Cuál es el rol del estudiante en el proceso educativo?

recipiente iniciador

1 2 3 4

Observaciones que lo sustentan:

B. ¿Cómo un estudiante individual afecta su práctica en el salón de clases?

C. ¿Usted siempre siente que podría estar perjudicando a un niño en cualquier forma cuando lo está tratando de enseñar o ayudar?

Sí _____ No _____

Explique: ____

4. ¿Cuál es el rol de la escuela en el proceso educativo?

directorio no-directorio

1 2 3 4

Observaciones que lo sustentan:

5. A. ¿Cuáles teorías de desarrolo están disponibles para el maestro?

B. ¿Hasta qué punto su práctica de enseñanza está influenciada por estas teorías?

	Ninguna	Muy poco	Algo	Considerable
_____	1	2	3	4
_____	1	2	3	4
_____	1	2	3	4
_____	1	2	3	4

6. A. ¿Cómo una persona desarrolla una filosofía u orientación educativa?

Externa-pasiva   Interna activa

1   2   3   4

B. ¿Ha experimentado algunos cambios en su orientación o filosofía educativa?

Sí ______   No ______

B. ¿Qué causó el cambio?

7. Si usted pudiera dar una o dos palabras describiendo el desarrolo de su filosofía, cuáles podrían ser éstas?

Resumen

Las creencias de los sujetos concernientes al proceso educativo fueron:

Inconsistente			consistente
1	2	3	4
Inflexible-cerradas			flexibles-abiertas
1	2	3	4
fijas			cambiantes
1	2	3	4
estáticas			evolutivas
1	2	3	4
poca satisfacción			satisfacción
1	2	3	4

Entrevista

1. Dirija los "items" del cuestionario original que fueron significativos. (Respuestas de 1 ó 6) No escoja más de dos. ¿Cómo o qué pueda usted concluir de esto?

2. A. ¿Cuál es el rol del maestro en el proceso educativo? ¿Qué usted considera importante? ¿Cómo usted puede aplicar esa creencia dentro de la práctica? ¿Qué podría usted concluir de esto?

   B. ¿Qué significa la dirección del maestro para usted? ¿Podría darme un ejemplo? ¿Significa algo más? Dé ejemplos.

3. ¿Cuál es el rol del estudiante en el proceso educativo? ¿Cómo un estudiante individual afecta su práctica en el salón de clases? ¿Usted siempre siente que podría estar perjudicando a un niño en cualquier forma cuando lo está tratando de enseñar o ayudas? Explique.

4. ¿Cuál es el rol de la escuela en el proceso educativo? ¿Cómo podría su práctica de salón de clases estar afectada si su administrador (o supervisor) se adhiere a una teoría X y usted cree en una teoría Y? ¿Qué usted podría hacer?

5. Dirija problemas en la entrevista del cuestionario. 1) ¿Cómo usted piensa que _____, ha tenido un efecto en sus creencias? 2) ¿Por qué usted piensa que _____ ha tenido un efecto pequeño o no la tenido en sus creencias?

6. ¿Qué o cuáles teorías de desarrollo están disponibles para los maestros? ¿Puede nombrar algunas? ¿Hasta qué punto sus prácticas de enseñanza están influenciadas por estas teorías?

7. ¿Cómo una persona desarrolla una orientación o filosofía educativa? ¿Ha experimentado alguns cambios en su orientacion o filosofía educativa? ¿Qué causó el cambio?

8. Si usted pudiera dar una o dos palabras describiendo el desarrollo de su filosofía. ¿Cuáles podrían ser éstas? (behaviorista, cognitivo - interaccionista, maduracionista).

Entrevista al Cuestionario Preliminar

Haga un círculo alrededor de la opción que indica hasta qué punto cada uno de estos factores influye en sus actuales creencias concernientes al proceso educativo. Las opciones son: ninguna (1), un poco (2), promedio (3), y considerable (4).

a.	madre	1	2	3	4
b.	padre	1	2	3	4
c.	abuelos	1	2	3	4
d.	notas/maestros de escuela superior	1	2	3	4
e.	cursos de universidad	1	2	3	4
f.	profesores	1	2	3	4
g.	maestros profesionales	1	2	3	4
h.	experiencia ensenando	1	2	3	4
i.	expertos	1	2	3	4
j.	libros	1	2	3	4
k.	televisión popular	1	2	3	4
l.	televisión educativa	1	2	3	4
m.	sexo	1	2	3	4
n.	antecedentes étnicos	1	2	3	4
o.	compañeros	1	2	3	4

Name (Please Print) ______________________ Parent Teacher Form: PAP

(circle one)

School ______________________ Date: ______________________

For each pair circle a or b to show which activity you think a parent should be more concerned about encouraging in a three-to-four year old child.

1. a) singing children's songs
   b) climbing and exercising

2. a) make-believe with small people and animals
   b) making something from different materials

3. a) climbing and exercising
   b) playing a board game like "Candyland"

4. a) building something with table blocks
   b) pretending to be a favorite fictional character

5. a) playing a paper and pencil game like connect the dots
   b) balance and coordination activities

6. a) pretending to be a favorite fictional character
   b) playing a board game like "Candyland"

7. a) building something with table blocks
   b) singing children's songs

8. a) dancing and movement expression
   b) make believe with small people and animals

9. a) climbing and exercising
   b) building something with table blocks

10. a) making something from different materials
    b) balance and coordination activities

(circle one)
Teacher Parent Form: PAPAD

Name (Print Please) ____________________

School ____________________

Date ____________________

For each pair circle a or b to show which activity you think a parent should be more concerned about encouraging in a three-to-four year old child.

---

1. a) Counting out different numbers of objects

   b) Painting a picture of something

2. a) Learning the sounds of the letters of the alphabet

   b) Forming clay into different objects

3. a) Making something with blocks

   b) Learning color and shape names

4. a) Painting a picture on the easel board

   b) Make-believe using puppets

5. a) Figuring out how something is wrong

   b) Forming clay into different objects

6. a) Thinking about how two objects are alike

   b) Making something with blocks

7. a) Make-believe using puppets

   b) Planning what to do next

8. a) Pretending with dress-up clothes

   b) Figuring out how something is wrong

9. a) Thinking about how two things are alike

   b) Imagining with miniature toys

10. a) Make-believe using puppets

b) Counting out different numbers of objects

11. a) Planning what to do next

b) Counting out different numbers of objects

12. a) Pretending with dress-up clothes

b) Learning the sounds of the letters of the alphabet

13. a) Figuring out how something is wrong

b) Learning the sounds of the letters of the alaphabet

14. a) Imagining with miniature toys

b) Learning color and shape names

15. a) Planning what to do next

b) Painting a picture of something

16. a) Making something with blocks

b) Imagining with miniature toys

17. a) Learning color and shape names

b) Thinking about how two things are alike

18. a) Forming clay into different objects

b) Pretending with dress-up clothes

---

10. a) Make-believe using puppets

    b) Counting out different numbers of objects

---

11. a) Planning what to do next

    b) Counting out different numbers of objects

---

12. a) Pretending with dress-up clothes

    b) Learning the sounds of the letters of the alphabet

---

13. a) Figuring out how something is wrong

    b) Learning the sounds of the letters of the alaphabet

---

14. a) Imagining with miniature toys

    b) Learning color and shape names

---

15. a) Planning what to do next

    b) Painting a picture of something

---

16. a) Making something with blocks

    b) Imagining with miniature toys

---

17. a) Learning color and shape names

    b) Thinking about how two things are alike

---

18. a) Forming clay into different objects

    b) Pretending with dress-up clothes

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Appendix J

Sample School District Questionnaires

Needs Assessment Survey of Service to Schools Serving Bilingual/Bicultural Young Children

Penn State's COMP BI ECE Project
Dr. Lourdes Diaz Soto, Project Director

1.0 Briefly describe the non-English language speaking children with whom you work.

2.0 What type of services would you like your School District to receive in order to better serve these children? (child and parent educational services)

3.0 How can Penn State's Comprehensive Bilingual Early Childhood Teacher Training Project assist you with your needs? Please be specific and keep in mind that our strength is in servicing young bilingual/bicultural learners and their respective parents.

a. workshops on the following topics: ____________________
____
____

b. staff development workshops for inservice credit on the following:
____
____
____

c. parental involvement workshops regarding: ____________________
____

d. designing specific programs for parents: ____________________
____

e. college credit courses (Bilingual Early Childhood): ____________

f. designing school programs for young bilingual learners: ____________

g. college credit courses leading to certification in: ____________

h. designing methods and materials earmarked for young bilingual learners:
____

i. what types of information would you like your parents or teachers to receive via a newsletter: ____________________
____

j. follow up instructional activities in collaboration with faculty: ________

NEEDS ASSESSMENT SURVEY OF SERVICE TO BILINGUAL TEACHERS
BY COMP BI-ECE PROGRAM
Dr. Lourdes Diaz Soto, Project Director

	Questions	Responses
1.0	In your capacity and of the non-English language (bilingual) speaking children with whom you work, what languages do they speak (other than English)?	1.1 ____________ 1.2 ____________ 1.3 ____________ 1.4 ____________ 1.5 ____________
2.0	What is/are the grade level or levels of these students?	2.1 ____________ 2.2 ____________ 2.3 ____________ 2.4 ____________ 2.5 ____________
3.0	In your capacity, do you work with any bilingual handicapped (special needs) children?	3.0 YES___ NO___
3.1	If YES, please list the major types of impairments these bilingual children show.	3.1.1 ____________ 3.1.2 ____________ 3.1.3 ____________ 3.1.4 ____________ 3.1.5 ____________
4.0	Does your classroom, the bilingual program or school provide any type of services (for example, home instructional programs, workshops) to bilingual parents of the children with whom you work?	4.0 YES___ NO___
4.1	If YES, please list these services.	4.1.1 ____________ 4.1.2 ____________ 4.1.3 ____________ 4.1.4 ____________ 4.1.5 ____________

5.0 In your capacity, do you work primarily with bilingual children in:

5.1 bilingual self-contained classrooms?
5.2 mainstreamed classrooms?
5.3 ESL in classrooms
5.4 ESL with pull-out
5.5 transitional classrooms?
5.6 immersion English-only classrooms?
5.7 if other, please list:

5.1 YES___ NO___
5.2 YES___ NO___
5.3 YES___ NO___
5.4 YES___ NO___
5.5 YES___ NO___
5.6 YES___ NO___
5.7.1 ____________
5.7.2 ____________
5.7.3 ____________
5.7.4 ____________

6.0 Regarding teaching methods or how you teach bilingual children, do you want to know more about these methods and instructional procedures?

6.0 YES___ NO___

6.1 If YES, please list what types or kinds of instructional procedures or instructional problem areas that you would like to learn more about.

6.1.1 ____________
6.1.2 ____________
6.1.3 ____________
6.1.4 ____________
6.1.5 ____________

7.0 Regarding bilingual teaching materials for teachers or children, do you believe that there is enough of these materials which are currently available/published to help you work effectively?

7.0 YES___ NO___

7.1 If NO, please identify the type or kind of materials that you feel are needed.

7.2 for TEACHERS:

7.2.1 ____________
7.2.2 ____________
7.2.3 ____________
7.2.4 ____________
7.2.5 ____________

7.3 for CHILDREN:

7.3.1 ____________
7.3.2 ____________
7.3.3 ____________
7.3.4 ____________
7.3.5 ____________

8.0 Which of the following services offered by COMP BI-ECE would be most helpful to you in your classroom, the bilingual/ESL program or school for assisting your efforts with young non-English (bilingual) speaking children?

8.1 as practicum sites for COMP BI-ECE trainees — 8.1 YES___ NO___

8.2 for holding workshops on topics of interest to you — 8.2 YES___ NO___

8.3 for holding seminars on topics of interest to you — 8.3 YES___ NO___

8.4 by sending you information on methods and materials for working with your children — 8.4 YES___ NO___

8.5 by offering courses on topics of bilingual interest to you for inservice credit — 8.5 YES___ NO___

8.6 by offering courses on topics of bilingual interest to you for college credit — 8.6 YES___ NO___

8.7 as voluntary/unpaid consultants to you under your supervision in your classroom for helping you plan and carry out learning activities — 8.7 YES___ NO___

8.8 as voluntary/unpaid consultants to you under your supervision for helping you monitor skills and competencies — 8.8 YES___ NO___

8.9 if other, please list:

8.9.1 ____________
8.9.2 ____________
8.9.3 ____________
8.9.4 ____________
8.9.5 ____________

9.0 Which of the following services offered by COMP BI-ECE would be most helpful to you, in your classroom, the bilingual/ESL program or school for assisting your efforts with the parents of your young non-English (bilingual speaking children?

9.1 by showing parents ways to work at home on classroom tasks with their own children — 9.1 YES___ NO___

9.2 by holding workshops on topics of interest to them or those that meet your needs and their needs — 9.2 YES___ NO___

9.3	by holding seminars on topics of interest to them or those that meet your needs and their needs	9.3 YES___ NO___
9.4	by sending them information on topics of interest to them	9.4 YES___ NO___
9.5	as voluntary/unpaid consultants in interest areas in which your parents need help	9.5 YES___ NO___
9.6	if other, please list:	9.6.1 ____________ 9.6.2 ____________ 9.6.3 ____________ 9.6.4 ____________ 9.6.5 ____________

10.0 Should COMP BI-ECE staff contact you or your designates by telephone to discuss any of the above child and parent services offered by this program?

10.0 YES___ NO___

11. If YES, or if you wish your name placed on our mailing list for newsletters, etc. (or both), please list the name, address and telephone number of this individual:

PLEASE PRINT:

10.1 Name:

____

10.2 Address:

____

____

____

10.3 Telephone:

____
area code & number

Prepared by: T. D. Yawkey, Professor of Early Childhood Education

DRAFT(3)

Need's Assessment Survey of Service to School Districts by COMP BI-ECE Program

Questions	Responses
1.0 Do you serve native speaking (bilingual) children in your programs, kindergarten to grade 3?	1.0 YES____ NO____
1.1 If YES, please roughly "estimate" total number.	1.1 ______________
2. If YES, what native languages are spoken by the majority of these young children?	2.1 ______________
	2.2 ______________
	2.3 ______________
	2.4 ______________
	2.5 ______________
3. What delivery systems does your school district use currently to service these young native speaking children?	
3.1 bilingual self-contained classrooms	3.1 YES____ NO____
3.2 transitional classrooms	3.2 YES____ NO____
3.3 ESL (pull-out) classrooms	3.3 YES____ NO____
3.4 mainstream classrooms	3.4 YES____ NO____
3.5 other (please list)	3.5(a) ______________
	(b) ______________
	(c) ______________
	(d) ______________
4. What type of teaching staff currently work with these young native speaking children?	
4.1 bilingual teaching staff employed by your district	4.1 YES____ NO____
4.2 ESL teaching staff employed by your district	4.2 YES____ NO____
4.3 bilingual specialists from Intermediate Units	4.3 YES____ NO____
4.4 ESL specialists from Intermediate Units	4.4 YES____ NO____
4.5 other (please list)	4.5(a) ______________
	(b) ______________
	(c) ______________
	(d) ______________
5. Do you think at this point in time the COMP BI-ECE program might be able to assist your school district's efforts in servicing these young native speakers?	5. YES____ NO____
6.0 If YES, which of the following services offered by COMP BI-ECE would be most helpful to your school district in serving young native speaking children?	
6.1 as practicum sites for the COMP BI-ECE Program	6.1 YES____ NO____
6.2 for inservicing your staff to meet your district's needs in servicing these children	6.2 YES____ NO____
6.3 by sending your district information on methods of working with these children	6.3 YES____ NO____

6.4	as voluntary/unpaid consultants in class in which your district classroom programs need the most help	6.4 YES___ NO___
6.5	for helping to monitor the performance of these young native speaking children	6.5 YES___ NO___
6.6	other (please list)	6.6(a) ___________ (b) ___________ (c) ___________ (d) ___________
7.	Do you think at this point in time the COMP BI-ECE Program might be able to assist our school district's efforts in serving the parents of these young native speakers?	7. YES___ NO___
8.0	If YES, which of the following services offered by COMP BI-ECE would be most helpful to your school district in serving parents of these young native speaking children?	
8.1	by showing parents ways to work with their children on school/classroom tasks at home	8.1 YES___ NO___
8.2	by inservicing parents on topics that meet your district's needs	8.2 YES___ NO___
8.3	by sending you district information on methods parents can use to work with their children at home on educational tasks	8.3 YES___ NO___
8.4	as voluntary/unpaid consultants in areas in which your district's minority language parents need the most help	8.4 YES___ NO___
8.5	other (please list)	8.5(a) ___________ (b) ___________ (c) ___________ (d) ___________
9.	Should (COMP BI-ECE) staff contact you or your designates by telephone to discuss any of the above services offered by the COMP BI-ECE Program?	9. YES___ NO___
10.	If YES, please list the name, address and telephone number of the individual to contact.	10. (a) Name of contact: ___________ (b) Address: ___________ ___________ ___________ (c) Telephone: ___________ (area code) (number)

Prepared by: T.D. Yawkey, Associate Director (COMP BI-ECE)

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Needs Assessment Survey of Service to Schools Serving Bilingual/Bicultural Young Children
Penn State's COMP BI ECE Project
Dr. Lourdes Diaz Soto, Project Director

1.0 Is your school district interested in receiving services earmarked for the benefit of young second language learners?

X a. Yes
____ b. No

2.0 What type of services would you like your School District to receive in order to better serve second language learners?

X a. Teacher training
X b. Parent education
____ c. Child oriented services

3.0 How can Penn State's Comprehensive Bilingual Early Childhood Teacher Training Project assist you with your needs? Please rank the order of importance for your District.

____ a. Staff development workshops for inservice credit
____ b. Conducting collaborative school-based research
X c. College credit courses leading to a degree in Bilingual Early Childhood Education
X d. Parent education
____ e. Designing multicultural (anti-biased) curriculum
____ f. Assessing young bilingual/bicultural learners for classroom placement (Entry-Exit criteria)
____ g. Designing effective programs for young bilingual/bicultural learners
____ h. Early Childhood Certification of teachers of young bilingual/bicultural learners
____ i. Newsletters for teachers
X j. Designing Program Assessment Strategies
X k. Designing materials for second language learners
____ l. Newsletters for parents
____ m. Other (please specify ____________________)

4.0 Rank the following topics of interest to you for your District.

8 a. Collaborative research

7 b. Testing issues

4 c. Classroom methodology

3 d. Curriculum planning

2 e. Parent education

1 f. Program implementation

5 g. Program evaluation

6 h. Sharing research information

___ i. Other (Please specify ____________________)

Your Name:

Address:

Telephone:

Thank you.

PENNSTATE

Division of Curriculum and Instruction
College of Education

Chambers Building
The Pennsylvania State University
University Park, PA 16802

March 21, 1988

Dear School District Superintendent:

Enclosed please find a description of Penn State's Comprehensive Bilingual Early Childhood Teacher Education Project. Our teachers have completed the certification exams for the state of Pennsylvania and we anticipate that our masters level teacher educators will graduate in August, 1988.

One of the goals of our project is to service limited English proficient young children and their parents within the Commonwealth of Pennsylvania. We are currently seeking job placements for these teachers and would like to know how the program might be able to serve your School District. Can you help us on this matter by answering and returning the enclosed questionnaires?

Thank you very much for your kind attention to this matter. We hope to be able to serve children and parents within the Commonwealth of Pennsylvania, with your continued support and assistance.

Sincerely,

Lourdes Diaz Soto

Lourdes Diaz Soto, Ph.D.
Bilingual Early Childhood
Project Director

LDS:ksr

Enclosures

Pennsylvania School District. The participants are involved in a Bilingual-Early Childhood Parent Education Program with migrant parents.

The entrance requirements for the program include:

The teacher participants shall be bilingual with proficiency in oral and written English and Spanish, possess a minimum of 2.7 Undergraduate Grade Point Average, have obtained Elementary Education Certification, and be admitted to The Graduate School of Education at The Pennsylvania State University, University Park, Pennsylvania.

The course of study includes the following:

1. Core Requirements (16 credits)
    - C & I 400 Introduction to Research Literature
    - SpCom 491 Theory: Second Language Acquisition
    - IFS 454 Development and Administration of Child Service Programs
    - C & S 451 Instruction in Early Childhood Education Derived from Developmental Theories
    - C & I 550 Overview of Contemporary School Curriculum

2. Bilingual-Early Childhood Emphasis (22 credits)
    - RCLED 445 Teaching English in Bilingual/Dialectal Education
    - RCLED 565 Analysis of Theory and Practice in Bilingual Education Programs
    - RCLED 566 Bilingual Education and the Young Hispanic Child
    - C & S 452 Analysis of Model Early Childhood Education Programs
    - C & S 479 The Young Child's Play as Educative Processes 1
    - C & S 497A Aesthetic Experiences for the Young Bilingual Child
    - C & S 497B Physical Environments in Early Childhood Settings

3. Field Experience in Bilingual Early Childhood (3 credits)
    - RCLED 595B Advanced Practicum in Bilingual Education
    - Parental involvement as well as classroom experiences.

4. Master's Paper/Project Submitted to the Graduate School (3 credits)
    - RCLED 596/ C & S 596 Individual Studies

FOR FURTHER INFORMATION CONTACT:
Dr. Lourdes Diaz Soto, Director
COMP BI-ECE Program
The Pennsylvania State University
Division of Curriculum and Instruction
157 Chambers Building
University Park, Pennsylvania 16802

Penn State's Comprehensive Bilingual
Early Childhood Teacher Education Program

Dr. Lourdes Diaz Soto, Project Director

QUESTIONNAIRE

1. Do you anticipate any openings in your School District or Agency for such personnel this year?

   ___ Yes ___ No

2. Would you be interested in interviewing any of our candidates?

   ___ Yes ___ No

3. Can you recommend a School District, Agency or contact person who would be interested in such personnel?

   ___ Yes ___ No

   If so, please indicate names and telephone numbers where they can be reached.

   Name:______________ Tel.#______________

   Name:______________ Tel.#______________

4. Can you recommend prospective candidates for our program (2.7 undergraduate grade point average, Elementary Education Certification oral and written English/Spanish proficiency)?

   ___ Yes ___ No

   Is so, please indicate their name and address below.

   Name:______________ Address:______________________________________

   Name:______________ Address:______________________________________

* * *

Name and telephone number of individual responding to this questionnaire:

____

____

____

Appendix K

Sample Drive-in Workshops

CHARACTERISTICS OF MINORITY GIFTED STUDENTS

*Long attention span
*High ability, persistence, and creativity in solving problems
*Use of rich imagery
*High level of curiosity
*Broad or intense interests
*High level of sensitivity and empathy for others
*Unusual memory for detail
*Flexibility *Mature sense of humor
*Leadership *High self-confidence
*Originality of ideas
*Ability to manipulate some symbols held valuable in the subculture meaningfully
*Abundant energy to actively engage in varieties of mental and physical endeavors
*Ability to extend and extrapolate knowledge to new situations or unique applications

WORKING WITH PARENTS OF LINGUISTICALLY DIVERSE STUDENTS

- Adopt a multicultural Approach
  Develop an understanding of the culture and lifestyles of the different linguistic minority groups
- Show parents how to support and extend classroom skills
- Planify activities that improve interaction between the learner's family and the classroom
- Explain and enhance the different types of parent's roles, functions, and responsabilities in the child's education

READ TO YOUR CHILD IN YOUR NATIVE LANGUAGE

WHY READ ALOUD ?

* It teaches the child that reading has meaning.
* It strengthens reading, writing, speaking and listening skills.
* It teaches the child to want to read and inspires motivation.
* It stimulates interest, emotional development and creativity.

***

CURRENT RESEARCH SHOWS:

* Children who are read to and have access to books in the home are more likely to succeed academically.
* Reading, writing and listening skills learned in one language transfer to another language. (ie. When a child learns to read in one language, s/he uses the same skills to read in another language.)
* "Minority children are more likely to have a lower self-image than their majority peers -- EXCEPT for minority children who read regularly."
--University of California

***

SUCCESSFUL READINGS TIPS

* Make sure the book is interesting and exciting to the child.
* Reading material should keep pace with the child's growth.
* Begin with short sessions to fit the child's attention span, then gradually increase the length of the sessions.

SELECTING MULTI-ETHNIC MATERIALS

THE BOOKS SHOULD REFLECT:

* Accuracy and Authenticity
* Relevant characters to child's world
* Self-esteem and respect for culture
* sensitivity to needs of all children

SOME RECOMMENDED SPANISH BOOKS FOR YOUNG CHILDREN:

* Amo, M. Chitina y su gato. (K-2)
* Armijo, C. Mone. (1-3)
* Balzola, A. Munia y la senora Piltronera (1-3)
* Benet, A. Silvia y Miguel en verano. (K-2)
* D'Altri, A. Asi es nuestra casa. (K-2)
* Escofet, C. Llueve en la ciudad. (1-3)
* Granata, M. El bichito de luz sin luz. (1-3)
* Hoff, S. Danielito y el dinosauro.(1-3)
* Ugalde, F. Los numeros. (pre-school-3)
* Zuliani, F. La bolita azul. (2-4)

U.S. PUBLISHERS SPECIALIZING IN SPANISH BOOKS

* Bilingual Publications
1966 Broadway Ave., NY 10023
* Fondo Cultural Latinoamericano
6621 Atlantic Blvd. Bell, CA 90201
* Iaconi Book Imports
300 Pennsylvania Ave. San Francisco, CA
* Lectorum Publications
137 W. 14th 10011
* Pan American Book Co
4362 Melrose Ave. Los Angeles, CA

Vallerie Gates

Newsletter

READING COMPREHENSION AND LINGUISTICALLY DIVERSE STUDENTS

The increasing percentage of minority language school age children is continuing to serve as a catalyst for changes in U.S. educational policies and curriculum. Students' native languages are being used to carry out instructional processes creating multilingual environments within classrooms.

Teachers are expressing concerns about how to work effectively with linguistically diverse students within the classroom. More specifically, teachers are indicating that they are interested in the limited English proficient (LEP) students' reading comprehension.

Lack of English proficiency is not the soul cause of reading comprehension difficulties among LEP students. Readers have schemata or mental outlines for organizational structure of types of text such as narrative, expository, poetry etc (formal schemata). They also use content schemata which is knowledge related to the general content of a passage such as houses, flora, sports etc. Content and formal schemata are both factors in reading comprehension, but content schemata is more important; unfamiliar content causes more difficulties in comprehension.

Many teachers are aware of these difficulties and conduct pre-reading activities to relate students' prior knowledge to the content and form of the reading passage. However, LEP students frequently possess different cultural content schemata and do not have content schemata appropriate for this specific culture. It has been found that LEP students are more able to overcome problems with difficult sentence structure or vocabulary if they have some kind of cultural knowledge of the subject presented in the reading passage.

Fortunately, cultural barriers can be overcome. Cultural content schemata can be taught and related to existing knowledge. This can be done in a number of different ways:

1. ETR (Experience-Text-Relationship): LEP students can misinterpret or misunderstand a reading passage making it difficult for them to draw the appropriate conclusions. This can be avoided if teacher and student work together. Prior to reading, encourage students to discuss any EXPERIENCES they have had with the topic. As students read, the teacher aids in the interaction with the text and helps students see relationships between the text and their prior experiences. After reading, students compare their experiences with those presented in the reading passage.

2. CULTURAL CONTRASTIVE ANALYSIS: Teacher encourages students to focus on specific characteristics of the topic, then generalize later. Provide opportunities for all students to discuss specific aspects of their cultures as they relate to the reading material. Record in chart form or use discussion to compare and contrast various cultures' interpretation of the reading material. Encouraging students to ask questions will help to reinforce or introduce vocabulary.

3. PReP: PREREADING PLAN: Phase I: Use a key concept related to reading material, brainstorm to stimulate discussion, record information. Discuss what associations exists, examine vocabulary used by students.

Phase II: Teacher asks questions to encourage students to think about initial associations: "What made you think of this?" This should stimulate discussions of cultural experiences.

Phase III: Students reformulate knowledge after reading selection. Provide opportunities for students to verbalize any changes (with respect to initial associations) they made as they read. This links cultural background to concepts presented in text and clears up any misinterpretation and inappropriate relationships.

CONCLUSION: It is important to remember that LEP students have complex networks of schemata based on their own language and culture. They do not enter our schools with empty slates. They need help in developing related cultural schemata and in seeing similarities and differences between new and prior schemata. Empower your students: respect their experiences and knowledge by encouraging them to share their schemata with others.

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
DIVISION OF CURRICULUM AND INSTRUCTION

INTEGRATING ETHNIC DIVERSITY IN YOUR CURRICULUM

Presented by
Lilybell Fontanez
Eva I. Diaz

RATIONALE

In 1976, 24% of the total student enrollment in the U.S. schools was non-white, by 1984, the figure had risen to 29%. The 20 largest school districts in the country had an enrollment of 60%-70% of non-white students (Center for Education Statistics, (1987a). Among children from minority language backgrounds, increasing numbers are entering school with little or no competence in the English language (O'Malley, 1981).

Early in the century the goal of the educational system was to assimilate all children into the American culture as quickly as possible. Children were expected to forget their native language as well as their native culture. In recent years courts and laws have mandated school districts to provide for the linguistic and cultural diversity of the children. The most influencial case was, "Lau v. Nichols", a Supreme Court case. This suit led to a decision that opened the door to bilingual education for limited English proficient children. In addition, it supported the use of a multicultural approach for meeting the needs of these students.

Although legislation and court decisions are a result of the belief that multicultural understanding can make a crucial difference in the educational development of many students, the laws alone do not effect change. If we are going to achieve appreciation for cultural diversity instead of "assimilation" we need a strong educational effort.

In the past, the role of a good teacher was to dissolve the ethnic differences that existed in the classroom. Educators were expected to homogenize students of immigrant families (Garcia, 1982). Today, this practice will prove to be unsuccessful due to the increase in the population of many ethnic groups in our country. The student body in our schools are becoming increasingly diverse in regard to race, class, language, and sex role socialization patterns. Children in our generation and future generations must learn appreciation of other cultures for they will no longer be able to afford tolerance.

Futhermore, ignoring an ethnic heritage can have detrimental effects on non-English speaking students. Cummins (1981) has stated that many language minority students develop feelings of shame toward their first culture, and simultanously acquire hostility toward the second culture. Cummins calls this syndrome "bicultural ambivalence". Krashen (1982) also reports that a better cultural adjustment leads to a better and more open attitude toward English which results in better acquisition of English.

In sum, multicultural education benefits American children as well as non-native American children. Therefore, any educator who is aware of the needs and advantages of multicultural education should implement this effective instructional strategy.

DEFINING MULTICULTURAL EDUCATION

Before discussing ways in which multicultural education can be integrated into the classroom curriculum it is necessary for educators to understand exactly what multicultural education includes in terms of objectives and goals.

Ramsey (1987) has suggested eight valuable goals for multicultural education. They are as follows:

1. To help children develop positive gender, racial, cultural, class, and individual identities and to recognize and accept their membership in many different groups.
2. To enable children to see themselves as part of the larger society; to identify, empathize and relate with individuals from other groups.
3. To foster respect and appreciation for the diverse ways in which other people live.
4. To encourage in young children's earliest social relationships an openness and interest in others, a willingness to include others, and a desire to cooperate.
5. To promote the development of a realistic awareness of contemporary society, a sense of social responsibility, and an

active concern that extends beyond one's immediate family or group.

6. To empower children to become autonomous and critical analysis and activists in their social environment.

7. To support the development of educational and social skills that are needed for children to become full participants in the larger society in ways that are most appropriate to individual styles, cultural orientations, and linguistic backgrounds.

8. To promote effective and reciprocal relationships between schools and families.

ROLE OF THE EDUCATOR

In the preceding sections of this manual, we presented rationale for multicultural awareness and eight goals for implementing multicultural concepts effectively. In this next section we will discuss the roles of educators.

In multicultural education the teacher is the key to the success of the curriculum. According to Ramsey (1987), the teacher has two important roles in developing a classroom climate that is welcoming to all students. First, the teacher is a model for children and the inspiration for children to adopt multicultural appreciation. Secondly, the teacher provides opportunities for children to expand their understanding of the social world.

The first step for teachers to take toward integrating culture into the curriculum is to recognize these two important roles. The second step involves seeking effective strategies for teaching in a pluralistic society. The next three sections of this chapter will focus on appropriate strategies for teachers to employ in regular classroom settings.

GETTING STARTED

The following section will discuss various steps to be used in beginning to plan for representing ethnic diversity in the existing curriculum. Before utilizing the strategies suggested, it is important for teachers to examine their attitudes and believes toward their own culture and also, those of their students. As a result of this self-analysis, educators are better able to develop realistic expectation of their students and the curriculum. After determining ones perspective of other cultures, it is possible to develop cultural experiences which will be effective in fostering multicultural awareness in all students. The following are additional suggestions to be considered:

1. By using techniques, such as letters to parents in August, assess the different cultural backgrounds that will be represented in your classroom during the forthcoming year.
2. Once you have determined the nationalities of your students, conduct a bit of research to learn about significant customs,

languages, foods, music, art, values, family relationships, lifestyles, cultural celebrations, and ethnic heritages of the representative cultures. Your research can include visiting your local library or contacting the appropriate local or national organizations that can make available to you the necessary information.

3. Take an inventory of the books and other materials which are available in your classroom and/or your school. If you do not have enough materials to develop a classroom climate that is welcoming to all students now is the appropriate time to acquire them. Your classroom should reflect the backgrounds of your families and community. This can include pictures of familiar places and people and objects common to the children's home. It is important for the teacher to recognize that initially you must have some materials but, eventually you will be amassing resources.

a. Remember that you will be accumulating valuable and sometimes scarce materials therefore, make space in your classroom where these new materials are not subject to being damaged.

b. It is also important to analyze all books and materials to be employed for racism and sexism. If your ultimate goal is to create awareness of other cultures in your students it is first necessary to evaluate the materials that will be at their disposal for stereotypical or negative representations of various cultural groups.

4. Evaluate your current curriculum then set goals integrating cultural diversity.

   a. Here are ten goals suggested by Head Start for reflecting cultural acceptance in the early childhood curriculum.

      1) To know that each person is unique and therefore important.

      2) To identify family members and know that a family can take many forms.

      3) To understand that each family has its own customs and traditions.

      4) To know that the community is made up of people who live in many different ways.

      5) To be aware that many people work at different occupations.

      6) To expect and respect differences in people and their customs.

      7) To become familiar with and participate in the song, games, dances, folk art, and tales of other cultural groups.

      8) To understand that people of all kinds, color and and ages can be resources to one another.

9) To know that there are similarities among all people.

10) To work cooperatively as a member of a group.

b. Your curriculum can also reflect acceptance for the students native language. Cummins (1989) has suggested 14 ways in which this can be accomplished. They are as follows:

1) Reflect the various cultural groups in the school district by providing signs in the main office and elsewhere that welcome people in the different languages of the community;

2) Encourage students to use their L1 around the school;

3) Provide opportunities for students from the same ethnic group to communicate with one another in their L1 where possible (e.g. in cooperative learning groups on at least some occasions);

4) Recruit people who can tutor students in their L1;

5) Provide books written in the various languages in both classroom and the school library;

6) Incorporate greetings and information in the various languages in newletters and other official school communications;

7) Provide bilingual and/or multilingual signs;

8) Display pictures and objects of the various cultures represented at the school;

9) Create units of work that incorporate other languages in addition to the school language;

10) Encourage students to write contributions in their L1 for school newspapers and magazines;

11) Provide opportunities for students to study their L1 in elective subjects and/or in extracurricular clubs;

12) Encourage parents to help in the clasroom, library, playground, and in clubs;

13) Invite second language learners to use their L1 during assemblies, prizegivings, and other official functions;

14) Invite people from ethnic minority communities to act as resource people and to speak to students in both formal and informal settings.

5. Form a coalition with other faculty and staff who have concerns about methods of integrating culture in the classroom curriculum. Some of the benefits of establishing rapport with other faculty and staff members include:

a. Teachers who have experienced working with children from specific cultural backgrounds can share valuable suggestions and materials that can be implemented which has worked for them in the past.

b. Other faculty and staff members may be able to refer you to people who have previously served as a resource person for them or someone they know.

6. Encourage the families of your students to share worthwhile information about celebrations, activities, holidays, or special events that are important to them.

   a. Recruit parents to aid you in the planning of activities or experiences throughout the year. If they are unable to assist you they can probably identify resource people who could provide first-hand information.

7. Prepare for some means of evaluating your curriculum. It is recommended that formative assessment as well as summative assessment procedures be implemented for three reasons.

   a. By evaluating your program while in progress you will be able to identify individual and group needs in sufficient time to make the necessary changes.

   b. Ongoing evaluation provides information in regard to student progress toward the set goals of the program.

   c. Looking at the final outcomes of your curriculum, will allow for the possibility of making further adjustament for the following school years.

SUPPLEMENTING YOUR CURRICULUM

Multicultural awareness should be an integral part of each learning experience; language development, social skills development and problem-solving activities may all include an awareness of cultural likeness and differences.

Curriculum activities are child-centered rather than teacher centered. The following list contains examples of the many activities recommended by Tiedt and Tiedt, (1990); Ramsey, (1987); and DeBellis, et al., (1989) for each subject area of the school curriculum.

1. Music
    a. Ask families to send their favorite albums and records to share with the children.
    b. Plan movement activities or simple dances to go long with the music.
    c. Have the children make up songs about their community, family, pets, and family activities.
    d. Present photographs of people using a variety of musical instruments and provide students with the materials and equipment needed to create similar music media.
    e. Introduce them to the fine musicians who have contributed to the world's musical heritage.
    f. Allow children to create their own music to express their ideas and emotions.
2. Art
    a. Introduce your students to a variety of culture-related

crafts such as weaving, pottery, basketry, beadwork, and woodwork.

b. Display representations of famous art work by artist from other countries (Picasso, Van Gogh, Da Vinci, etc.). Also, present children with information about the lives of these famous people.

c. Invite artists to visit your classroom who can demonstrate or discuss cultural art experiences.

d. Take your students to visit a museum or art gallery which contains various types of cultural art.

e. Engage the children in creating collages which include their interests, family, hobbies, etc.

3. Science and Health

a. Have children investigate inventors and scientists who share their cultural backgrounds.

b. Frequently mention people from all parts of the world who have contributed to the field of science (doctors, farmers, architects, etc.).

c. Develop units which focus on the animals, plants, and climates of specific countries.

d. Integrate the study of the eating habits of various ethnic groups when teaching about nutrition.

4. Social Studies

a. Encourage the students to participate in an independent study which involves gathering information from their parents and grandparents about where earlier ancestors came from. Each student can then locate these places on a map and report their findings.

b. Find out which holidays your children's families celebrate and invite parents to share their customs and traditions. It is also possible to organize puppet shows depicting favorite family celebrations.

c. Plan cooking experiences around the cultures of the children in your class.

d. Provide opportunities for role-playing in a housekeeping center which highlights different ways of dressing and family customs.

e. Utilize self-concept activities such as cutting out large outline shapes of the children and ask them to color in facial features and clothing.

f. Initiate discussions which revolve around themes like "prejudice", "stereotypes", "sexism", etc. Organize debates to present opposite sides.

g. Establish an annual "Multicultural Fair" in which parents and children can work together in setting up tables or booths containing a variety of cultural items (crafts, food, clothing, etc.).

h. Have children research their own last names.

i. Assign students to investigate the media (TV, magazines, newspapers) in which ethnic groups are represented and ask them to judge the portrayals as positive or negative.

5. Mathematics

   a. Compare the currency from other countries to that of the United States.

   b. Introduce the abacus and its use.

   c. Discuss the system of weights and measures used in the United States as compared to the metric system, etc. used in other countries.

   d. Include the names of famous mathematicians from all around the world as part of the motivational component of your lessons.

   e. Study calendars from other parts of the world.

6. Language Arts

   a. Ask parents or grandparents to come in and read or tell stories that are part of the family tradition.

   b. Using the language experience approach, let children write stories about themselves and their families using photos or drawings for the illustrations.

   c. Encourage children to read books about children in other countries.

   d. Ask children to write each other's autobiography.

EVALUATING YOUR PROGRAM

In addition to formative and summative evaluation procedures the following tips should be considered when assessing the effectiveness of your efforts throughout the school year:

1. Ask the children to share the activities they have enjoyed most and least when learning about other cultures.
2. Seek suggestions from the parents and all other adults involved in your program implementation.
3. After reviewing suggestions from your students and their parents plan strategies you might want to experiment the next year.
4. Organize the materials and resources you have accumulated in such a way that they can easily be obtained when needed in the future.
5. Finally, express your gratitude to all of those individuals who have assisted you throughout the planning, implementation and evaluation of your program.

THE PENNSYLVANIA STATE UNIVERSITY

GRADUATE SCHOOL

PARENT INVOLVEMENT IN BILINGUAL EARLY CHILDHOOD EDUCATION

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PARENT INVOLVEMENT IN BILINGUAL EARLY CHILDHOOD EDUCATION

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V. Suggestions for Parent Involvement

I. Introduction

Over the last two decades there has been a number of research suggesting parent involvement in the school and communities. Parent Involvement is seen as an important factor in the intellectual and academic development of a child. According to Schaefer (1972) concluded that the accumulating evidence suggest that parents have great influence upon the behavior of their children, particularly their intellectual and academic achievement, and that programs which teach parents skills in educating are effective supplements or alternatives for preschool education.

However, for an enrichment ESL early education program the parents and communities would be included as an integral part of the program. There is evidence that shows children whose parents are involved in their schooling demonstrates advance academic achievement and cognitive development (Henderson 1981; Herman and Yen 1980). Parent Involvement is critical in facilitating children development and achievement and in preventing educational and development problems (Becher 1986). Parents must believe that what they are doing is meaningful and contributes to their child development. Parent participate more in school when they are concern about the practical information and academic skills that are applicable at home. These skills should be given very carefully due to the fact that it requires various task difficult to perform. Therefore, there is no doubt that that parent involvement in school enriches children linguistic and perceptual development during the kids school years. The New Jersey State Department of Education (1984) point out many other benefits for educators and children when parents interact with the school:

1- throughout interacting with parents, we can find out more about what the experience of the children are, and thus, can develop better curricula,

2- establish good relationship with the parents will help teachers to form a stronger bond and to establish a better rapport with children,

3- students of involved parents have higher achievement and are more involved in school activities,

4- children have a more positive attitude towards school when their parents are involved in school activities,

5- children whose parents are involved in school are more goal oriented.

Therefore, one can have a broad view of the importance parent involvement have in school. The interaction between the teacher and the parents benefits the child, the teacher, and the parent. Parents also benefit from this interaction because they learn how to deal with their kids deficiency and provides help to increase knowledge on basic skills.

As parent involvement plays a key role in success of any educational program, the community involvement also must be planned and develop as an integral component of the overall educational program (Garate 1986). However, if the school is willing to help the child in the educational system they must take in consideration parent involvement in the system. Parent Involvement is a basic component for the child to increase their intellectual skills.

A. Goal and Objectives

The main goal of the participation of parents in the educational process is to establish a more cooperative relation between parent-school-child-community relationship.

The objectives of parent involvement are:

1- show parents how to support and extend classroom skills and become teachers of their own children in home settings

2- improve interaction between the learner's family and school personal

3- enhance the parent's roles, functions, and responsibilities in the school and community

4- links the school work with the community

5- develop an understanding of the culture and lifestyles of the linguistic minority community in which the school is located

6- express commitment to parent involvement in the education of LEP students

For these goal to be accomplish the parent and the teacher should be responsible of their roles.

II. Need for Parent Involvement

1. Finding out what parents want

There are various efforts a teacher can use to identify what parents want from school. First, the teacher must find out what parents want to contribute, what parents might want to learn about or discuss with other parent or professionals, what activities or services parents might want the school to initiate, and changes on existing programs. To collect all this information can be very productive in generating attitudes among parents and teachers and in mobilizing energy for constructive change.

Interviews, questionnaires and constructive school interactions would be the appropriate method to use to collect information about what parents want.

Interviews can be very flexible. For example, one can adapt the questions or format to the person interviewed and learn from new ideas or topics that are not planned. In the interviews it is possible to get depth responses and build relationships between parent, teacher and school. In order for this to be effective there must be a good interviewer where one must be able to take the notes and put the interview at ease. Once a program is initiated, interviews can play a useful sale. Interviews can determine parents reactions to the programs and yield a more complete, candid, and thoughtful data than an evaluation questionnaire. This reactions can be used to shape subsequent activities. But structured group interactions are useful for two purposes. One of these is to generate a host of possibilities for parent involvement or parent programs. The techniques used to stimulate creativity in group are brainstorming and the nominal group process. When the brainstorming technique is used, the leader generally makes a test of each new idea on the board and no judgments are permitted and participants are encouraged to share anything that comes to mind without considering completeness. After each idea is clarified, a compared agreement on a definition of each topic is the desired outcome. Generally, decisions about priorities are reached either by majority vote or by consensus.

Questionnaires can be a very efficient way of collecting qualitative and quantitative data from many people. Quantitative data can be useful in validating needs. Parent involvement in school can be increased if educators are responsive to parents needs.

Parents are often eager to work in partnership with educators to address the problems of the school and celebrate their accomplishment. When parents are seen as partners, their support for the school generally increases, and educators benefit from the resources, appreciation and energy that parents provide.

2. Reasons for parent involvement

In the relationship between the school and the parent there are various reasons that can guide the teacher and administration to understand the purpose parent involvement has in school. According to The Pennsylvania Department of Education (1989) the ideal home-school relationship provides parents with:

1- an understanding of child development principles,

2- an understanding of their child's current level of functioning in all the areas of development,

3- realistic expectations for their child's behavior and performance

4- an understanding of curriculum goals from readiness activities to more formal instruction in reading and mathematics,

5- a repertoire of fundamental activities for stimulating child growth and development at home,

6- the support necessary to develop confidence in their ability to effectively foster positive development at home,

7- techniques for easing the transition between home and school

8- an understanding of the school's role and responsibilities as a partner in helping the child develop

9- ongoing communication between home and school regarding the child's development process.

III. Effective home-school community relationships

A. Enhancing communication skills

Parents and teachers must use all the communication skills they posses to continue to collaborate when service difference tend to arouse. Good listening skills are important to have a good conference, specially when problems and differences of opinion must be solved. Listening skills help people to adapt the communication so they can be understood. This skills includes not only keeping silent and maintaining eye contact, but to assume a relaxed posture where it can demonstrate by body language that your attention and interest are focused on what is said. Show respect and recognize the parents feelings and a teacher's needs to establish a good relationship before sharing concerns of the child. Parent should receive credit when positive concerns are established.

It is important to establish an understanding of the two types of communication that should exist between parents and the school. One-way communication informs parents about the schools plans and happenings. Examples of one- way communication are: newsletters, notes, newspapers, handbooks, invitations, calendars, brochures, and cards.

Two-way communication is direct interaction between the home and the school. Examples of two-way communication are: letters in August, neighborhood visits, picnic, telephone calls, home-visits and breakfast.

1. Open communication

Parents are sensitive to open and direct communication. When teachers interact with parents, the message should be clear and in a language the parent will understand. A teacher in the classroom is going to confront with various languages proficiencies. But a teacher's role is to be informed with the parents' background, and to be considerate to clues from the parents to determine if the communication is being understood. A teacher can ask a leading question to let the parents express the needs and objectives obtained from the year. An educator should include the consultation of the medical and theological profession if the parents exhibit a need for these services. Parent will communicate effectively if these concepts provided by the educator are taken into consideration:

a. prepare publications, messages at home, or information in the primary language of the parent being addressed;

b. cultural differences in attitudes, styles, and practices to the education should be considered in order for the school to prevent negative influence between parent/teacher and school/teacher;

c. recruit volunteers to advocate communication with parents who do not speak the second language;

d. create a plan to help parents of bilingual/bicultural students understand the task they can play in the educational progress at school and home;

e. share information about issues of concern to them;

f. organize an advisory committee made up of parents and teachers to assist with solution and problem solving in school;

g. create a positive environment for parents in school.

C. What parents like about teachers?

There are various qualities an individual possess. According to Berger (1981) parents, in describing the ideal teacher stressed the following qualities:

1- ability to understand, to communicate, to relate,

2- patience

3- ability to discipline, to be firm and fair,

4- high moral character,

5- friendliness, good personality, sense of humor, 6- dedication to teaching profession, enthusiasm,

7- ability to inspire, to motivate students,

8- intelligence,

9- caring about students (Gallup, 1983, p.44).

D. Role of parents

Parents play many roles in the education of their children. The figure below identifies the various roles that parent are likely to play in the academic development of their child.

Parents as learners: The parent develop their own competencies while at the same time they learn different ways to help their children in school. A program should provide workshops for improving parents ability to interact with their children and to gain knowledge of the child's development process.

Parents as Learners: Parents that are community leaders sometimes are more effective in getting parents involve than school officials. According to Berger 1987 he states that a program should support parent educational group for achieving parental self-determination, attitudinal change, competency, and educational gains.

Parents as resources: The parents can be used as a significant resource with special talents and skills in the classroom situation.

Parents as volunteers: Parents provide needed services related and non-related to the educational process. A parent should be involved in teaching task, and non-teaching task, and contributions from home.

Parents as counselors: Parents provide emotional support to their children in setting goals.

Parents as instructional aides: Parents develop materials and curriculum ideas. Our program suggest the creation as a resource room for parents.

Parents as decision makers: Parents participate in the whole educational process from the needs assessment and program planning to the evaluation of the entire program.

Parents as Teachers: Parents are the first child's teacher. They become a means of working within the child at home to foster good study habits.

Parents as agents of social change: Parents work with agencies outside the school to help them attain the goal of home-school partnership. When conferences are created it is scheduled at a convenient time for the parent. Special arrangement may be necessary for parent-teacher conferences with parents who do not speak English (Moyer 1986).

E. Administration's role in parent involvement

The New Jersey State Department of Education states that administration must develop and implement processes which assure that home and school personal participate in the process. To accomplish this task close teacher/parent communication must be fostered, teacher/parent training must be implemented and a direct line between the school system and parents must be established. Therefore, Berger (1981) states that the administrative leadership is evident in four aspects:

1- the spirit of the school and the enthusiasm of the staff reflect the administrative role of morale builder,

2- leadership role and program designer,

3- the development of an effective principle-parent relationship, and

4- the principal serves as the program coordinator.

V. Parent involvement in programs for limited English proficient (LEP) children

A. Problems in involving parents

Including LEP parents in the school process produces good results. A program that enhance cross-cultural communication and provide opportunities for language minority parents to assume leadership position. According to some researchers the fact that parents don't participate in the school and in their children education is not neccssary the lack of interest. The following situations will guide you to a better understanding of the lack of parent involvement in school. For instance:

1- being dependent on public transportation

2- working on two jobs

3- lack of knowledge of the meeting

4- lack of English proficiency

Research (Becher 1986) has found that teachers are sometimes reluctant to encourage parent involvement because they:

1- are uncertain about how to involve parents and still maintain their role as specialized "experts"

2- are uncertain how to balance their concern for the group of children against a more personalized concern for each individual child, which they believe would be expected if parents were more involved

3- believe parent involvement activities take too much planning time

4- are concerned that parents may use non-standard English and demonstrate other undesirable characteristics

5- questions whether parents will keep commitment, refrain from sharing confidential information, and avoid being overly critical

All of the factors mentioned contribute to parents staying away from getting involved and actively participating in the intellectual development of the child. But teachers can find a solution to this problem by providing various activities such as:

1- happy gram - the teacher can send home a weekly happy gram where they can state the progress of the child.

2- call hour - the teacher can call once a week by establishing a call hour.

3- Newsletter - the teacher can send monthly a newsletter and offering tips and ideas to parents.

4- Diary - the diary is done by the child daily to share it with the parents.

5- Bulletin board for parents - the teacher will prepare a bulletin board where parents will see it and be informed about the monthly activities and meetings.

6- Special days - the teacher can schedule a day for each child where he/she will be able to create an activity or role play a situation. Invite the parents (Show and Tell).

7- Holiday Celebrations - this activity can be performed by having a meeting in which each family is asked to bring something special from their culture to share it in the classroom.

Parents and teachers relationship is important because this brings better results in enhancing contact between the home environment and the school environment. A parent can be encouraged when giving sufficient motive when their presence at school is expected. Parents will want to participate in in the activities if they feel respected and welcome and if they feel their needs and interest are reflected.

B. Involving parents from culturally diverse groups

There are a number of suggestions for involving parent from culturally diverse groups (Glimps 1985), for instance:

1- plan activities where parents become a central part, 2- when planning parent meetings, conduct a survey or needs assessment of parents in order to determine topics of particular interest to them,

3- allow children to be the focal point of parent meetings,

4- respect the verbal and non-verbal patterns of interaction utilized by different ethnic groups, and become familiar with the meaning of such body language.

Parents of different ethnic groups brings different traditions, customs, and perspective that can be shared and implemented in a program.

C. Elements to be considered in the planning of parent involvement activities

Parents of a bilingual program are the greatest potential support for the development of the child. According to Garate, Sen, Then and Chaleunrath (1986) states that the beginning of a strong g bilingual program is the realization on the part of the parents and their input and advice are sincerely desired. They find that parent and community contributions can take place in any or all of the following areas: planning for bilingual program, assessment of students, selection of instructional materials, providing cultural resources, assisting with translations of school communication; and the following elements should be considered as important in the planning and implementation of parent involvement activities:

1- utilization of bilingual aides as effective links and motivational forces to parent involvement

2- using the teacher's community outreach activities as an effective recruitment process for parents for school program

3- sending school communication in a language the parents can understand, whenever feasible

4- planning orientation and discussion sessions at frequent intervals

5- developing a formalized plan for parent involvement

6- creating of an advisory council where that approach seems appropriate

7- offering a training program, meeting, and workshop for parents to develop their leadership skills to help them function more effectively

8- providing literacy course for illiterate or preliterate parents

9- encouraging school staff's participation in community events in order to create a close connection between school and community

10- organizing frequent school visits so the parents are familiar with the environment

11- demanding a commitment to the program from the school staff and administrators.

Therefore, parent involvement is an important contribution for any program. There is an increase in the students achievement in all subject areas as well as in the social, emotional, and cognitive development of the child.

D. Techniques to involve parents

Becker and Epstein (1982) offer a number of techniques for helping to involve parents in their children's school learning:

1- activities emphasizing reading, such as asking parents to read at home to their children, or to listen to them read

2- learning through discussion, such as asking parents to watch and then discuss a special television program with their children

3- informal learning activities at home, such as sending home ideas for family games and activities related to school work

4- contracts between teachers and parents, such as formal agreements for parents to supervise and assist children with homework

5- developing teaching and evaluation skills in parents, such as explaining techniques for teaching or for making learning materials

~~E. What activities constitute parent involvement~~

F. Effective parent involvement strategies

The National Institution of Education (1984) has list several strategies such as:

1- Breaking the language Barrier- the teacher can compile lists of school personal by building who is bilingual. Include the language(s) they speak. Distribute this to all the children the first week of school and send all school notices concerning registration, meetings, events etc.

2- Orientation to American Schools- Having an open house is the best way to introduce parents to school. Invite parents to come to the school to become familiar with it and see what is going on in the classes. Encourage them to visit the bilingual and ESL classes, so they can see how the program promotes the development of English Language Skills as well as basic skills.

3- School Visits- parents visits should be scheduled for special events held on specific days. These visits may coincide with holidays with cultural importance not usually celebrated by Anglo-American schools. A cultural night in the school is also effective. Invite parents to see their children perform or have the parent contribute to a special program by bringing a favorite ethnic dish. Parents should be encourage to visit the school whenever possible.

4- Informational Meeting- meetings can provide parents with essential information about available community services. In addition, information about cultural differences of which the parent may not be aware should be provided. Where as, the meetings can reach the needs of the parents such as English as a second language (ESL).

5- Child Development and Parent Training Activities- Since children learn daily from interacting with their parents, it would be helpful if parents could receive formal training in promoting learning. Parents affect their children's growth and development by:

a- the way they communicate with their children

b- the variety and meaning of the experiences they provide for their children; and

c- the way they guide their children in developing skills in relating to their people

Parent training can address the values of American and other cultures.

6· Parents as Teachers· Another good strategy is to involve parents directly in the school as tutors or classroom aides. In some school districts parents are called upon to:

a- help develop curriculum materials about the children's native culture

b- help teachers plan lesson plans dealing with native cultures

c- bring in pictures and artifacts from their native land

d- teach native songs, poems, dances and folk tales

G. Principles for implementing successful programs

There are several principles that should be taken in consideration when implementing programs. According to Becher (1986) they are:

1- match goals, purposes, and activities

2- consider staff skills and available resources

3- recognize variation in parent skills

4- respond to parents needs with flexible and creative programs activities

5- communicate expectations, roles, and responsibilities

6- involve parents in decision making and explain administrative decisions to encourage parents to respond to decisions rationally

7- expect problems but emphasize solution and failure is not blame on parents.

VI. Suggestions for parent involvement

The following suggestions can be implemented to encourage parental development:

1- administer a needs assessment in the beginning of the year to determine parent's goals and expectations,

2- establish a parent education program (workshops),

3- invite parents to visit the school during lunch time,

4- encourage parent to read to their children at home,

5- construct a suggestion box and put it in the area that is easily accessible to parents, encourage suggestions,

6- provide orientation activities,

7- allow parents to fill out surveys and evaluation reports in order to determine improvements for the program,

8- offer a Spanish class for parents once a week,

9- inform parents of organizations that exist for parents, and teachers of elementary school foreign language programs(Advocates for Language Learning),

10- establish a fund raising committee,

11- have parents become part of planning and implementation of the curriculum,

12- encourage parents to serve as chaperones on field trips,

13- organize a volunteer group that will assist in the construction of classroom materials once a week,

14- schedule two parent conferences each semester,

15- teach parents skills to aid their children's second language development by sending the teacher aide into the home once a week,

16- as parents to keep a daily journal of their children's progress and accomplishments,

17- arrange for parents to attend bilingual education conferences and share findings with other parents and teachers,

18- create an organization which would be responsible for informing other parents of the resources that are available for their children in Spanish,

19- encourage parents to attend school board meetings and speak up in support for foreign language programs in the community, 20 · have parents educate the community about the value of foreign language learning.

21- seek parents to handle publicity for the foreign language programs throughout the year,

22- hold a Saturday school session which permits parents to attend a school day as their child does each day,

23- develop a phone chain that becomes responsible for informing other parents of urgent news, etc.

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ATTITUDE AND POLICY STUDY
ELEMENTARY SCHOOL LIBRARIES AND PUBLIC LIBRARIES

PURPOSE: 1) To determine librarians' attitudes towards the use of books and materials written in languages other than English within elementary school libraries and public libraries in the State College area.

2) To determine whether the policies regarding acquisition of materials written in languages other than English reflect the attitudes of the librarians

SAMPLE: 9 Head librarians from elementary schools in and around the State College area.

: 2 Directors from Day Care facilities

: 2 Head librarians from public libraries in State College and Bellefonte

METHOD:

A questionnaire was constructed using questions from published articles as well as questions the researchers deemed appropriate. A list of surrounding schools, libraries and day care centers was compiled. Researchers contacted the schools, libraries and day care centers, arranged and conducted face-to-face interviews with the librarians. Head librarians were interviewed in all cases except in the day care centers where directors were interviewed. The term "library" in all questions referred to both actual libraries within the schools as well as collections of books found in separate classrooms.

The first half of the questionnaire focussed on the population distribution within the school or library, present contents of library and on policies regarding the acquisition of non-English materials. The second half of the questionnaire required the librarians to rate their opinions on a scale of 1-5 (strongly disagree to strongly agree) regarding the acquisition and usefulness of non-English materials. They also rated their attitudes regarding the responsibility of the schools/libraries to provide these materials for speakers of languages other than English.

CONCLUSIONS

Observations: Librarians and directors representing 12 elementary schools, public libraries and day care centers were interviewed. The researchers were well-received and respondants appeared to be very interested in the subject of the study. All were well informed and were familiar with information regarding the composition of the population of the school/library as well as regarding the acquisition and funding policies of their libraries. Several respondants requested time for further comments at the end of the interview session.

Responses:

1. 58% have non-native speakers of English enrolled in the school.

2. 100% of non-native English speakers frequent the libraries on a regular basis.

3. 42% of the libraries which have non-native speakers of English provide some reading material written in languages other than English, but these are mostly beginning dictionaries.

4. 100% of all respondants feel that they provide appropriate reading materials for LEP students in the respect that the libraries carry "easy" or "beginning" English books.

5. 100% do not communicate to LEP students' parents about the importance of reading in the first language at home.

6. 67% do not foresee any library programs geared toward the parents of LEP students.

7. 92% report no change in this year's budget for the acquisition of materials written in languages other than English.

8. 83% report that if an interest for supporting the acquisition of non-English materials were demonstrated, there does exist an outside funding resource.

9. 1 out of the 12 respondants reported that there was 1 non-native English speaker on staff.

10. 100% of all respondants are NOT under any pressure to add materials written in languages other than English.

LITERATURE QUESTIONNAIRE

1. Do you have non-native speakers of English enrolled in this school?

Yes: 58%   No: 42%

2. Do any non-native speakers frequent the library and if so, which languages are they interested in?

out of 58% above: 100% attend libraries regularly

3. Can your library accomodate reading material for the represented languages?

out of 58% above: 42% provides materials, but only in the form of beginning language dictionaries.

4. Do you feel your library provides developmentally appropriate reading materials for these children?

Yes: 100%, but materials are only in English

5. Do you communicate with parents about the importance of reading in the native language?

No: 100%

6. Do you foresee any library programs particularly geared toward the parent of the non-native speaker, as a regular orientation segment of the library to foster good reading habits within the home?

No: 66%   25% only in English, not geared to LEP students

7. Do you have a resource list of language appropriate materials available for children, parents and teachers?

58% provide a list, but only when requested and only in English

8. What are the most requested books, games, or materials by non-native speakers of English? Are they in English or another language?

25% reported requests for books written in English about the child's culture, country etc

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9. Does this year's budget for materials written in languages other than English represent an increase, decrease or no change from last year?

92% report no change	8% report possible increase if need was apparant

10. If enough parents showed an interest for supporting non-English materials in the library, is there an outside funding resource?

Yes: 83% (mini-grants, state grants etc)

11. Do any of the staff members speak a language other than English?

Yes: 67% but all learned in high school

12. Are any of the staff members non-native English speakers?

1 respondant out of 12 reported yes

13. If yes to the above 2 questions, are these teachers instrumental in communicating with LEP parents? If not, how does the school accomodate these parents?

No: 100%

14. Is your library under any kind of pressure from various groups or individuals to discourage/encourage the acquisition of books in other languages for children?

No: 100%

15. Does your library's collection policy consciously attempt to include books in other languages for young children?

33% report yes if it were needed

Strongly Agree (5); Agree (4); Neutral (3); Disagree (2); Strongly Disagree (1).

14. Books in other languages are needed in libraries.
(1)-0; (2)-2; (3)-1; (4)-7; (5)-2

15. There is little need in my library for books written in other languages.
(1)-3; (2)-2; (3)-2; (4)-2; (5)-3

16. Funds should not be used to acquire books in other languages for children and young adults because this is not in the best educational interest of young non-native speakers.

(1)-7; (2)-3; (3)-2; (4)-0; (5)-0

17. Books written in other languages for children are a luxury this library (school) can not afford.

(1)-1; (2)-2; (3)-1; (4)-6; (5)-2

18. Books and materials in other languages are too expensive.

(1)-4; (2)-1; (3)-4; (4)-0; (5)-0; unsure-3

19. Books and materials in other languages should be exclusively for foreign language instruction only.

(1)-9; (2)-3; (3)-0; (4)-0; (5)-0

20. These books serve an important educational purpose for non-native speakers.

(1)-1; (2)-0; (3)-1; (4)-2; (5)-8

21. These books serve an important educational purpose for native speakers of English.

(1)-0; (2)-0; (3)-3; (4)-0; (5)-9

22. Non-native speakers should read primarily in English even if they are bilingual.

(1)-4; (2)-2; (3)-2; (4)-2; (5)-2

23. There is little interest for books and materials written in other languages in my library.

(1)-2; (2)-1; (3)-1; (4)-2; (5)-6

24. I have mixed feelings about these books in public libraries in the U.S.

(1)-7; (2)-0; (3)-1; (4)-2; (5)-2

25. Learned reading and writing skills are transferable from one language to another.

(1)-4; (2)-0; (3)-0; (4)-3; (5)-5

26. If parents of non-native speaking students are aware of language appropriate books and materials in the library, they will encourage their children to make more use of the library and read more at home.

(1)-2; (2)-0; (3)-1; (4)-5; (5)-4

27. Speaking a language other than English is a hinderance/asset.

(1)-0; (2)-0; (3)-0; (4)-0; (5)-12

Appendix L

Sample Parent Modules

THE PENNSYLVANIA STATE UNIVERSITY

CURRICULUM AND INSTRUCTION

A PARENT INVOLVEMENT MODEL: ACTIVITIES AND LEARNING EXPERIENCES

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Introduction

The purpose of this paper is to present a real situation that exists in the public school system and the Puerto Rican community. The principal reason that motivates us to write about this topic is to point out and emphasize the importance of the parent involvement in their child's education in Bilingual programs.

Definition of the terms

The following terms are used through the presentation of this paper in order to understand the discussion of the topic.

1. Parents:

   The parents could be any of the great number of persons that provide child care, protection, support, and advice. This definition means that parents could be the natural parents, the stepmother or the stepfather, the aunt or the uncle the grandmother or the grandfather or any adult that are relative to the child. (Rodriguez, 1982).

2. Parent involvement:

   The parent involvement is the scholar program component that motivates parents to participate in the child's education. As part of the process, the parents generally participate as teachers of their children, as paraprofessionals or volunteers, and as advisors or decision makers of the programs that involve their children. The final goal of the parent involvement is to improve the apprenticeship of the student. (Rodriguez, 1982).

Review of the literature

According with Crespo and Louque (1984) parent involvement became the indispensible ingredient for engendering optimal learning habits in children and for sustaining the accomplishments of enrichment programs.

According with Allen and Hart (1984) emphasize that parents and teachers are partners in children's learning, and parents are the senior partners. Parents are the ones who will continue to carry primary responsibility for a child's overall socialization and developmental progress. It is important that parents continue to provide support and a value system as the child moves through subsequent years of schooling. It is parents, too, whose feelings about their own self-worth are intimately involved in their aspirations for their child.

Allen and Hart (1984) indicate that teacher's approach to parents is the same as that children, reflecting respect and appreciation for individual differences in cultural background, attitudes, and learning styles. A teacher's primary focus must be on accepting and understanding parents just as teachers accept children.

When a mutual understanding exists between parents and teachers can an early childhood education setting provide children with a truly learning environment. Thus, it is to facilitate children's learning that teachers create and maintain positive, active communication with parents.

Allen and Hart (1984) indicate however, that there are several factors involved in the parent involvement in school; for example: the parent's work and child-care responsibilities; the availability of transportation and suitable clothing; attitudes toward schools and teaches. When a child is enrolled in a program, the parent is thereby involved; lack of participation never implies parental disinterest, either in the child or in the program.

Allen and Hart (1984) point out that the active parent involvement in their child's education has beneficial effects on the child's learning. Talking with the parent is the basis for all communications. Teachers seek simultaneously to share knowledge and obtain feedback to education parents, and to deal with both expressed and unexpressed parental concerns. At the center of a teachers' relations with parents is the sharing of reciprocal communication concerning a child's learning.

Other researchers in the area of parent involvement are Schaefer (1977) and Honig (1979). Schaefer indicates the importance on the family-oriented rather than child centered programs. Schaefer has become an eloquent advocate of family-based programs that can:

a) increase the level of consciousness of parents
b) make them aware of their importance in their children's lives
c) help them obtain the information they need
d) provide the help they need more effective with their children
e) make them more aware of community resources they can use in their educating their children.

Honig (1979) suggests that Parent's "Bill of Rights" should include rights to:

a) knowledge about child development - both emotional and cognitive
b) observation skills for more effective parenting
c) alternative strategies for problem prevention and discipline
d) knowledge about how to use a home for learning experiences for children
e) language tools and story-reading skills
f) awareness of being the most important early teachers of their children.

Poulton and Poulton (1979) indicate that the important factor in early education rather than curricular design and approaches are the degree of understanding and preparation of parents as educators of their children.

There are more and more sophisticated ways to involve mothers and fathers in the education of their children. For example: home visiting, clinical and mental health services, Head Start programs, as teachers' aides, child development seminars, parent group meetings, interviews, and parent participation in classroom.

Honig (1982) indicates that there are special advantages when parents participate creatively in planning for experiences in the schools in which their children are already enrolled. As parents learn early education skills, they must examine their goals and values concerning children in order to develop curriculum, select facilities and equipment, and even hire teachers.

Honig (1982) also said that the opportunity to meet and share experiences with other mothers in similar situations provides parents with social contact, emotional support, intellectual stimulation, and a sense of fulfillment and self-esteem to counteract the physical and psychological isolation frequently experienced by mothers.

According with Chavez (1980), The National Institute for Multicultural Education (NIME) is a firm and a promoter of parent and community participation in the educational process of this nation's children. Chavez indicates that the right to an equal education opportunity is guaranteed by the United States Constitution and this right should be exercised to its fullest potential by concerned parents. The increasing importance of parents is evident in the legislative actions of the Congress of the United States. Never before had the Congress been so supportive of parent and community participation as in the 1978 Amendments to the Elementary and Secondary Educational Act of 1965. Because of the 1978 Amendments, local agencies are now required by law to comply with provisions for involvement and participation of parents and community members in the planning and implementation of federally funded bilingual education programs.

Crespo and Louque (1984) indicate that parent involvement is not new to education. Crespo and Louque (1984) said what is new is the ability of school districts to define their relationship with parents of limited-English proficient (LEP) students. Federal legislation has facilitated the capability of school districts to involve parents in the education of LEP children.

Crespo and Loque (1984) indicate that in 1970 Public Law 91-230 (Sec. 415) gave the United State Commissioner of education the power to require local education agencies (LEA) to involve parents in any federally financed program. Also, in 1973 the federal rules and regulations for bilingual education required that each grant applicant establish a community advisory committee with at least 50 percent of its members being parents of LEP students.

According with the Ohio State Department of Education (1984) encouraging parent and community involvement in the bilingual or English as Second Language program enhances student academic achievement. Also, it indicates that there is evidence that active parent involvement in the academic progress of their children contributes to high academic achievement. The Ohio State Department of Education (1984) emphasizes the importance of school to provide leadership in bridging the gap between the home and the school. This is especially necessary with limited-English proficient students how have culture, traditions, and languages which differ from the English-speaking majority group.

According with the Ohio Department of Education (1984) the school has a public system, a unique and vital role to play in insuring the educational opportunity is insured for limited-English proficient (LEP) students. Schools also serve their own interests when the community and parents are supportive of their efforts. The acceptance of parent and community involvement as an integral part of bilingual or ESL programs provides a unique opportunity for students and to generate public support for the school's efforts.

Since the school can take a leadership role in encouraging parent and community involvement in Bilingual education and ESL programs, a first step is to create a climate that is conducive to enlisting parent and community volunteers in the school's activities. This is especially important when dealing with language minority students since cultural and linguistic barriers often cause misunderstanding between the school, parents and members of the community.

According with the New Jersey State Department of Education (1984) indicates that parent involvement in education is encouraged not only by state law, but also as a part of good educational practice. As educators we are trained well in the areas of curriculum development instructional methods and techniques, and how to relate to children. Nevertheless, our training does not often touch upon how we are to interact with parents or what benefits can be derived from this type of interaction.

According with the New Jersey State Department of Education (1984) there are many benefits for educators and children when parents interact with the school; for example

1) The most important people in the life of school age children are their parents and teacher. Establishing good relationships with the parents will help teachers to form a stronger bond and to establish a better rapport with the children.
2) Children whose parents are involved in school are more goal oriented.
3) Children have a more positive attitude towards school when their parents are involved in school activities.

Parent role

According with the New Jersey State Department of Education (1984) advocates that parents play many roles related to the education of their children's education. They are:

a) Parents as Learners - training to parents to increase educational experiences in the home environment for the child in areas related to success in school. Also, the training should be oriented in the new language, new community and the school system.

b) Parents as Teachers - parents are the child's first teachers. Special training is given to foster good study habits.

c) Parents as Resources - parents with special skills talents are used as a resource in the classroom.

d) Parents as Decision Makers - participation in the whole educational process from the needs assessment and program planning to the evaluation of the entire program.

e) Parents as Agents of Social Change - working with agencies outside the school to help them attain the goal of home-school partnership.

f) Parents as Counselors - parents provide emotional support to their children in setting goals and understanding the role of the school system.

The parent involvement in the children's development is a crucial element. This is because parents are an important influential part of the child's world. Literature provides evidence on this topic, about how parents can contribute to the achievement of the children, both at home and in the school.

There is a close relationship between parents involved in school activities, as in the community activities. As long as parents are aware of the importance of their involvement within the school, consequently they will participate in community activities.

Since school and community are intimately related, most school districts provide programs to enhance this relation, thus getting parents involved in this process. Parents should know about which activities are being planned by the program.

There are several places within the community that provide the parents an opportunity to develop the skills in the children. For example, mostly all communities have a park for the neighborhood. This facility can be of great help to develop the cognitive, motor, and affective skills in the child, which are basic elements in his/her development.

Having a junk playground is fantastic to develop motor skills and motor coordination. Also, since there should be other kids playing, it will help the child to socialize with them, enhancing the development of the affective domain. Peer interaction is a very important part in a child's development.

Another aspect that a park can help with, is in the cognitive area. This is because there can be found several things that can be used as learning activities. For example, the shape of things, the color, etc.

Some communities have companies of different types. Parents can offer the children the opportunity of visiting one of them, which may be of great enrichment for his cognitive development. The child can learn the procedures of the company, and also can enhance the children's ability to communicate with other people, that don't have to be kids only, but adults too. The child's language can improved because of that.

Another enrichment experience that parents can easily do, is to take the children to visit a farm, if they live near one. The cognitive skills of the children can be greatly developed seeing the functioning of a farm and how to milk a cow, among others.

The supermarket is a place that all communities have and can be used as another resource. Parents can help to develop the child's cognitive abilities by just counting apples or oranges.

Also, in the supermarket parents can emphasize Math skills, like weight, shape of fruits, the amount of cans, etc.

Parents can teach their children different types of behavior, depending on where they are. The behavior presented in a museum or in a theater, is very different than the one presented in a park or in a supermarket. This is related with the affective-social domains.

In conclusion, parents can improve their child's skill abilities with resources that are available in their own community. It is not necessary to look for farther places and expensive resources, having all the things already explained in their own community.

Children's Development Stages

All parents who work with young children will enjoy helpful hints about what to expect and how to capitalize upon children's understanding and interests.

According to Piaget and Inhelder (1969) the child's action is representative of a common preoperational child seeking knowledge through curiosity and experience.

According to White (1975), parents who pick up on children's cues and curiosity by reinforcing the children's growing interests and by using appropriate language to expand the experience are well on their way to a practical application of Piaget theory, which primarily describes how knowledge develops during childhood. The children develop through personal action upon interaction with, and reaction to objects, people, events and ideas.

According to Piaget (1963), intelligence is the adaptation of the child to the physical, social and intellectual world. Although parents with a basic understanding of Piaget theory can be ready to act on child's cues and enrich the environment.

Piaget and Inhelder (1969), suggest that intelligence develops is a process of construction and organization that begins at birth and continues throughout life. This continuing process is divided into four major invariant stages: (1) Sensorimotor Stage (0-2 years old); (2) Preoperational Stage (2-7 years old); (3) Concrete Operational (7-11 years old) and (4) Formal Operational Stage (11-15 years old). Over these stages children form new patterns of behavior through assimilation and accomodation. Assimilation refers to activities during which children take in information and bend it to fit their own patterns, knowledge, and skills.

Accomodation requires discrimination on the children's part, occuring when previously held ideas are changed to fit new concepts.

According to Piaget and Inhelder (1969), the approximate age levels for each stage represent the child's mental age, not chronological age. The sequence of development from stage to stage is universal; transitions between are gradual, not abrupt.

Activities for Parents to Help the Child in Playing and Learning

According to Buchenholz (1984), most of us tend to think of such things as fun, play, pleasure and games as giddy pastimes. We are likely to contrast "fun and games" with the serious business of living. Children, on the other hand, seem to know that playing is worthy of serious attention. We must have known it too when we were very young, but somehow we've created and so we've forgotten a dichotomy between play and work; between "for fun" and "for real". This paper hopes to show parents that children's fun is "for real".

Buchenholz (1984), states that it is perfectly obvious that children take pleasure in playing. The children play whenever they can, not because they are children and inadequate for real responsibilities of life, but because playing is a real responsibility of life. It's the one real responsibility of life that they meet better than we do. The children are smart enough to stick to what they do best. Children are people who are "becoming", and the games they play are the work of becoming.

Buchenholz (1984), calls it mastering, skill development, problem solving (if it gets too rowdy it can be called a lot of other names); there is a method in the madness of each game children play. Children, by virtue of being children, have limited strengths in every area. The younger the child, the more helpless he or she is. It's an adults world, and even the least observant young child sees that he's much smaller and less able to cope than most people. He may not express this awareness directly but the certainly plays hard at coping.

Buchenholz (1984), suggests that most of us have a pretty strong sense of "being". We know very well that we are and we have a reasonable fee for who we are. This sense, this awareness derives from experience and is the sense of "I am the one to whom this is happening", or "I am the one who is making this happen". It's important to keep in mind that children don't have this clear and strong sense of self. Their games are the happenings that help bring this sense about. A child who is "It" in a game of tag is the focus of concentrated attention and thereby gets strong affirmation of his or her self. A child who can build a tower of blocks sees that he or she "can" and therefore must "be".

Buchenholz (1984), says that anyone aware of these small persons, outnumbered and outsized, not quite sure who are what they are, having a lot of coping to do, must be impressed by the courage and faith that allows them so joyfully, enthusiastically and energetically to do their job of play. This awareness makes us more respectful and understanding of the games children play, games that are ingeniously contrived to meet their needs.

According to Buchenholz (1984), games are divided into four developmental categories. These categories will serve parents as a general guide to the ways in which their child progresses toward knowledge and control of self.

The first category is the Imagination, including fantasy, is the way the child manages to put the world at his feet; it transforms the mundane into the glorious. His imagination is an expression of his curiosity and assumptions about the world around him.

The second category is Basic Skills, refers to the skills necessary to read, write, and compute. Each of these disciplines requires the development and coordination of a complex group of interacting capacities. Before a child can begin to learn to read, he needs some degree of directional orientation, a basic body of facts, some development of visual discrimination, and the ability to symbolize. A parent whose focus is on teaching his child to read early is missing the point and doing a disservice to the child. A major aspect of reading readiness is the acquisition of basic skills, and the most effective way to teach a child to read is to help him gain those prereading skills appropriate to his level of maturation.

The third category is Motor Skills, games are useful in the development of large-muscle or large and small motor skills.

According to Yawkey, Dank and Glosenger (1986), says that Small Motor Skills, are those activities that require the use of small or fine muscles of the body, for example, finger to wrist movements. Small motor skills also require other types of fine body movements like coordinating the hand-eye and hand-hand activities.

These small movements offer the child many valuable experiences in skills and concepts that are needed for mastering basic reading, mathematics, language arts, and other curricular concepts in the primary and later grades.

The young developmentally delayed child may be able to grasp his fingers around a crayon or maybe a straw, hold a cup, turn a doorknob, or perhaps even button his sweater. Young children require time and many, many experiences with small motor activities for development to take place.

In small activities, a young child and without developmental delays will use some or all of the sense modalities of touch (tactile), seeing (visual), tasting (gustatory), and smelling (olfactory).

Small motor skills increase fine motor and coordination. The child also requires guidance in the activities. Without strides made in small motor development and hand-eye coordination, young children will not become as independent, contributing, or creative members of society as they might be.

In the next activities, you will learn how to encourage the youngster's small muscle growth and fine body coordination: (1) Constructing - is the child must have floor space and he can use the materials that he/she prefers, like Lego blocks, Linkertoys, plastic construction sticks; they can use two or many pieces to make a group and put in all together in more than one way. After completing their construction have them tell what they have built in their own words and ways. (2) Pegging - the child here can have floor space or child-sized table to make this activity. The child here can use different kinds of pictures where he can put some pegs in it and he can add to a construction paper that can have the form of the picture that he/she had. (3) Puzzling - the child will use here a child-sized table. First the child must see the object as whole like if you have a puzzle of an animal give the puzzle to him, he can talk about it and see it, then the child will separate the pieces and you can ask the child to fit its pieces together to make the animal (design) again.

According to Yawkey, Dank and Glosenger (1986), Large Motor, like Small Motor developments are aspects of physical growth. For young children with developmental delays, these movements are products of repeated use, practice, and learning.

Large motor activities refer to movement experiences that require the use of the larger muscles of the body. In addition it refers to gross-body coordination and abilities to integrate movements of the arms, legs, and trunk.

Like small motor, large motor skills can be developed through activities. A developmentally delayed child may be involved inside as outside home or school environments.

Growth and development of large muscles and body coordination are important objectives in planning for the young child in indoor settings. Also large muscle activities provide developmentally delayed children with opportunities to test the capacity of their bodies.

The children, by doing or redoing activities, are practicing and at the same time developing large muscles. With each physical turn, push, catch or pull, the child's large muscles are emerging and growing. The large muscles through indoor activities provide the opportunity to observe the young child over periods of time for increased motor maturity, motor growth, and physical development. Some examples of large motor activities are: (1) Crawling, (2) Jumping, (3) Pushing and Pulling, and (4) Twisting.

The fourth category is Team/Group, games enhance the child's social development, and playing them is one of the ways children develop meaningful relations with others. When he starts out, the child has a limited ability to cooperate or collaborate. By the time he is five he has acquired the sophistication to understand his role on his team. Relationship games help the child overcome his fear of isolation and loneliness, according to Buchenholz (1984).

According to Buchenholz (1984), these are some of the activities that the parents can develop in each category:

A. Basic Skills

1. Object Alphabet Game

Players - One adult, one or more children.

Materials - Small objects found around the house, such as books, toy cars, boxes, and so on. Index cards with one capital letter of the alphabet on each.

The Game - Put all the objects on a table in front of the child who then hunts for a letter in the stack that has the same beginning sound as the selected object.

Note - Adults should be careful not to select objects that, for the beginner, are spelled in a confusing way. This game teachers letter recognition along with understanding that the symbols (letters) represent sound. Involving the child in the act of symbol recognition (saying the sound and selecting the letter) makes the experience real and gives it personal meaning.

2. Switch!

Players - One adult, one or more children

Materials - Any living-room, kitchen, or child-s room, objects such as boxes, pencil sharpeners, eating utensils, coasters, soup cans, toys, photographs, small statues, etc...

The Game - This activity is tremendously stimulating to the child's powers of observation and exercises short-term memory span.

3. Cleaned, Cooked, Boiled Rat Bones

Players - One or more children

Materials - Water in any large container (sink, bathtub, baby bath, wading pool, water table). Playthings include plastic tubes, funnels, strainers, empty dishwashing liquid containers, pots, pans, measuring spoons, sponges, etc...

The Game - Provide the child or children with the above and watch them as they concoct all kinds of "mixtures". (Note: It's never safe to leave young children alone even for seconds with water at hand). The more containers there are, the more complicated the formula for each potion becomes!

Comment - Water play is fun for most young children and is in itself soothing. Play with water offers the child the opportunity to experiment with measurement, volume, floating and sinking, and density, and is used to each stage of growth in ways appropriate to developmental issues. Younger children can trace shapes in water with a finger or hand, much as they might do in sand or snow.

4. Lotto Alphabet Game

Players - One adult, one or more children

Materials - Eight-and-one-half-by-eleven-inch plain paper, and scissors to cut up index cards. Make two lotto boards by ruling one piece of paper into sixteen two-inch squares, the other into nine two-inch squares, write each letter of the alphabet onto twenty-six squares, and print the O and X together on the twenty-sixth card before cutting it in half. Write the letters of the alphabet on each square of the lotto boards - O and X will each end up being two rectangles. Use only capital letters for each child.

5. Bowl Holders

Players - One or more children.

Materials - Graduated or different sized of cardboard or plastic containers or bowls. Empty plastic shampoo or liquid soap bottles.

The Game - The object is to fit one container inside another. These same containers are also used in water play, during which water is poured from one to another.

Comment - The variety of containers and things that can be put into them is limitless, just as "in and out" is endlessly intriguing and has many philosophic implications. "In and Out" is a species of the genus "doing and undoing", the process that (falsely) reassures us that nothing need be irrevocable and so gives us the courage to keep trying.

6. Direction World Play

Players - One adult, one child.

Materials - String or masking tape, table, objects.

The Game - Divide the table in half across the center. Put two distinct objects, such as a small basket and a jar lid, on each side. Give the child a third object, such as a crayon and tell him to:

Put the crayon under the basket (or lid).
Put the crayon on top of the basket (or lid).
Put the crayon in between the basket and lid.
Put the crayon over the lid.
Put the crayon in the basket.

Comment - This game and Bowl Holders help the child master spatial relationships. Certain words serve the essentially geographic function of orienting us and objects in space. This is necessary for establishing the location of the physical self in relation to other physical objects and locating objects with reference to each other.

7. The Geo Board

Players - One adult and one or more children.

Materials - A piece of smooth wood twelve inches by twelve inches and about one inch thick. One-and-a-half inch screws placed one-and-a-half inches apart. Screws must always be equidistantly placed (the older the child, the less space between the screws). A box of different colored, different sized rubber bands to place on the screws. Geo boards which are really easy to make, can also be bought in school supply stores.

The Game - The child puts rubber bands around the screws in an unlimited number of combinations. He can create shapes within shapes, make oblongs, squares, triangles, hexagons or any shape that is angular and varicolored.

Comment - The Geo Board involves spatial perception, eye-hand coordination, and creativity in making up designs, and it gives the child a sense of mastery. It also provides a basic introduction to geometric concepts.

B. Imagination

1. Dress Up

Players - One or more children.

Materials - A mirror, an old suitcase or a box with an assortment of old hats, scarves, skirts, high-heeled shoes, capes, boots, ties, hats and so on.

The Game - The child puts on what he/she wants in accordance with who he/she wants to be that day.

Comment - The child is curious about the mysterious ways in which all creatures function. Role playing is the child's attempt to recognize, understand and incorporate others by being them. This is the way they understand who they are, who you are, and why. More importantly, it's a move toward the development of empathy.

C. Team/Group

1. Musical Chairs

Players - One adult, eight or more children.

Game - Line up eight chairs and the same number of children. Put all the chairs in a row facing the opposite direction. Explain to the children that the minute the music begins, they must get up and start walking not running around the chairs. When the music stops they must sit down as fast as they can.

Comment - This version gives the child a sense of group play while at the same time keeping him in suspense as he waits for the music to start and stop.

D. Motor Skills

1. Animal Travel

Players - One adult, one or more children.

Game - The children take great pleasure in identifying and imitating the movements of animals. The adults can ask a question about every conceivable animal. With enthusiasm the child is a horse galloping, a turtle crawling, a bird flying, or a lion stalking. Children will imitate all these animals at any time.

Comment - The child's fascination with animals gaits his love of movements. Galloping, walking, trotting and crawling feel freeing and satisfying to the child. Gaits develop large muscle skills. Also the adult can put some music on and the child is asked to move in time to the music.

2. Warm Up

Players - One adult, one child.

Game - The adult does formal or informal warm-up exercises with the child. Stretching, running and twisting movements done at a slow and quicker pace may be incorporated; however, the adult should be careful to see that he is not pushing the child past his limits.

Comment - It makes a child feel important to be genuinely included in serious adult activities. He also feels a tremendous joy in mastering his body.

Conclusion

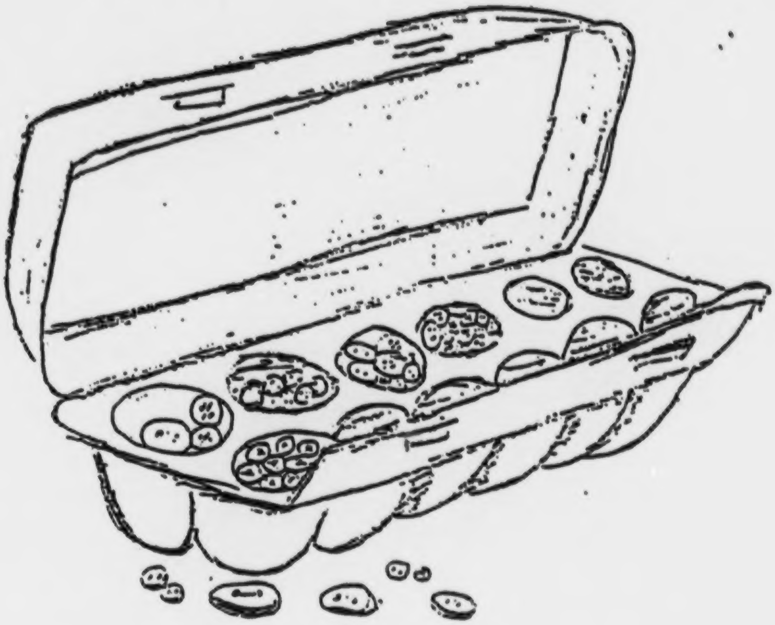
Through the review of literature about the parent involvement in the school and community it is very important to establish a good bridge of communication and relation between the child's home and learning experiences offered by the school.

We consider that parents from language minority backgrounds may need special encouragement to participate in a parent and community involvement programs.

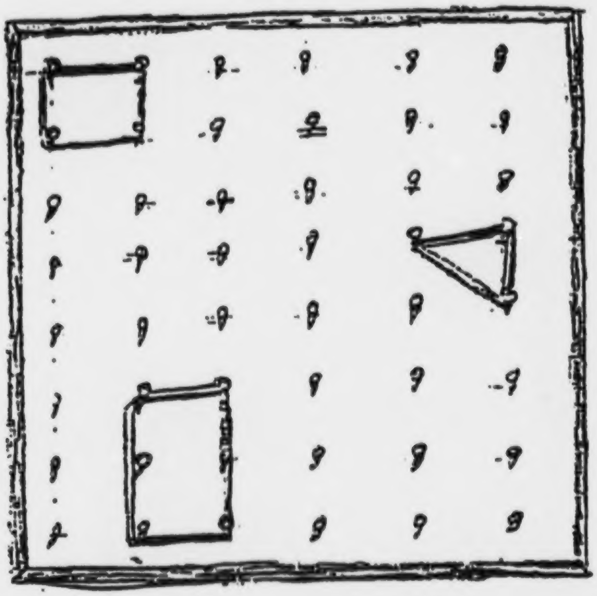
Also, it is important to recognize that when a limited-English proficient (LEP) children come to mainland schools they are faced with a new language and culture. The school programs, developed by a district, should acknowledge and accept the learning and experiences the child brings to the school in order to facilitate the transition to learning in the new language and culture.

It is important to know about the community in order to better appreciate the base that is being built upon. To do this the school must establish communication with the parents. The school staff must know what kinds of experiences the child brings to the school, as well as the parents' expectations for their children in the school setting.

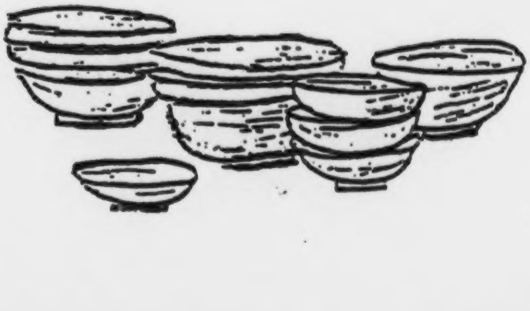
We agree with Allen and Hart with the assertion of that parents and teachers are partners in children's learning, and parents are the ones who will continue to carry primary responsibility for a child's overall socialization and developmental progress.



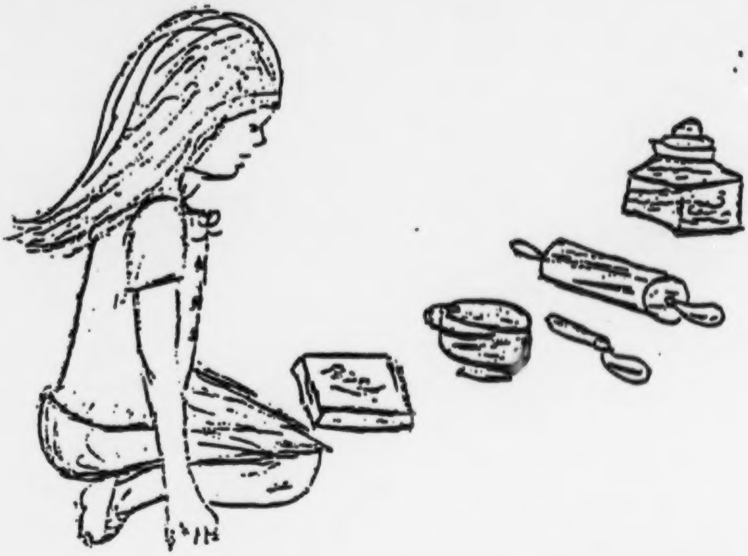
Sort-It-Out



The Geo Board

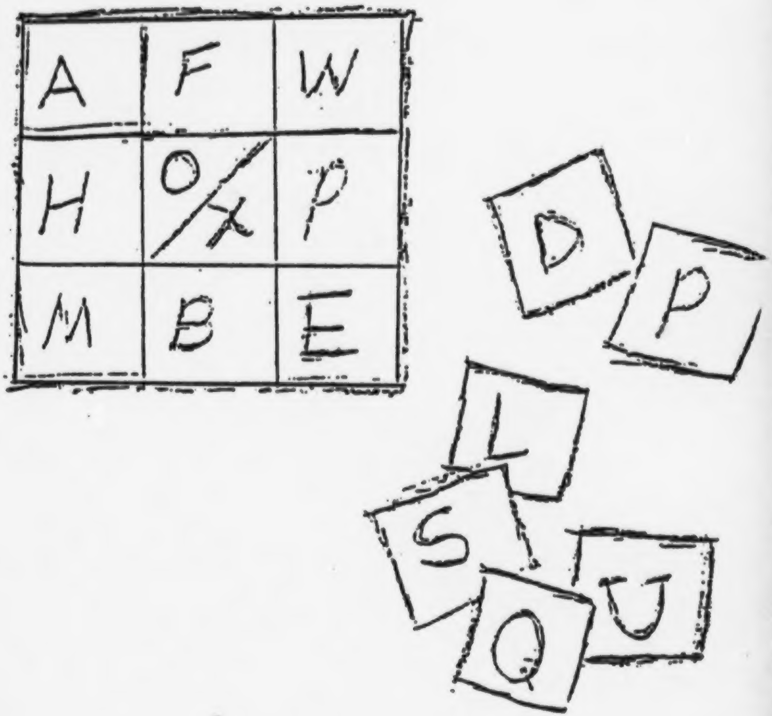


Bowl Holders



Switch!

Lotto Alphabet Game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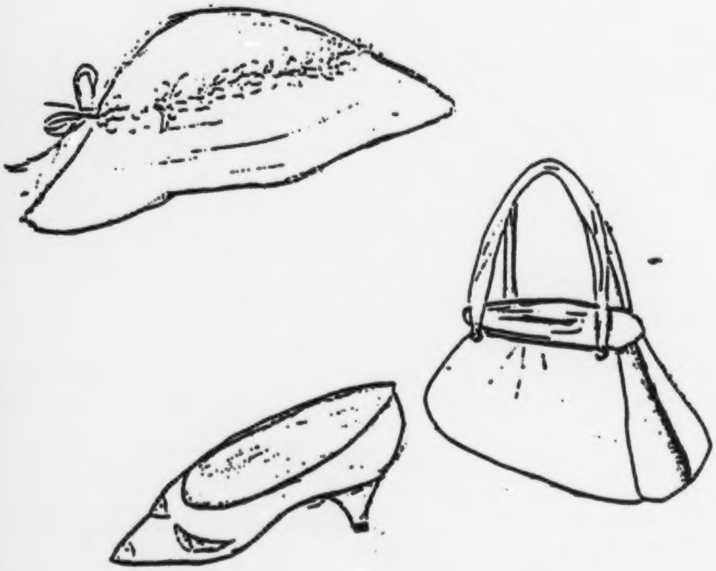

Dress Up

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Envolvimiento de padres: Actividades y experiencias de aprendizaje

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Wandc Delgado
Nahir Mercado
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Introducción

El propósito de este trabajo es presentar una situación real que existe en el sistema escolar público y la comunidad puertorriqueña. La razón principal que nos motiva a escribir acerca de este tópico es señalar y enfatizar la importancia del envolvimiento de padres en la educación de sus hijos en programas bilingües.

Definición de términos

Los siguientes términos son usados a través de la presentación de este trabajo en orden a entender la discusión de este tópico.

1. Padres

   Padres podría ser cualquiera del gran número de personas que provee a un niño de cuidado, protección, apoyo y consejo. Esta definición significa que padres podrían ser los padres naturales, la madrastra o el padrastro, la tía o el tío, la abuela o el abuelo, o cualquier adulto que sea relativo al niño.

2. Envolvimiento de padres

   El envolvimiento de padres es el componente del programa escolar que motiva a los padres a participar en la educación de los niños. Como parte del proceso, generalmente los padres participan como maestros de sus hijos, como paraprofesionales o voluntarios, y como consejeros o hacedores de decisiones en el programa que envuelve sus niños. La meta final del envolvimiento de padres es mejorar el aprendizaje del estudiante (Rodríguez, 1982).

Revisión de literatura

De acuerdo a Crespo y Lougue (1984), el envolvimiento de padres se ha transformado en un ingrediente indispensable para la óptima motivación de aprendizaje de hábitos en niños y para el sostenimiento de la calidad en programas de enriquecimiento.

Allen y Hart (1984), enfatizan que padres y maestros son compañeros en el aprendizaje de los niños, y los padres son los compañeros principales. Los padres son quienes continuarán llevando la responsabilidad primaria de la total socialización del niño y su progreso en el desarrollo. Es importante que los padres continúen proveyendo apoyo y un sistema de valores a medida que el niño se mueva a través de los subsecuentes años de escolaridad. Los sentimientos de los padres hacia su propia auto-estima están íntimamente envueltos en sus aspiraciones para sus hijos.

Allen y Hart (1984), indican que las técnicas de acercamiento que los maestros tienen hacia los padres son las mismas que hacia los niños, reflejando respeto y estimación por las diferencias individuales hacia el trasfondo cultural, actitudes y estilos de aprendizaje. El foco primario de atención de un maestro debe ser en la aceptación y entendimiento de los padres tal como los maestros aceptan los niños.

Cuando existe un mutuo entendimiento entre padres y maestros puede establecerse una educación pre-escolar y proveérsele a los niños con un confiado ambiente de aprendizaje. De este modo, se facilita el aprendizaje de los niños que los maestros crean y mantienen positivamente con una activa comunicación con los padres.

Sin embargo, Allen y Hart (1984) indican, que hay diferentes factores envueltos en el envolvimiento de los padres en la escuela, por ejemplo, el trabajo de los padres y las responsabilidades del cuidado de niños; la disponibilidad de transportación y ropa adecuada; actitudes hacia la escuela y los maestros. Cuando un niño se matricula en un programa, los padres por consecuencia están envueltos; la carencia o falta de participación no siempre implica desinterés por parte de los padres, ya sea en el niño o en el programa.

Allen y Hart (1984) también señalan que el envolvimiento activo de padres en la educación de sus hijos tiene efectos beneficiales en el aprendizaje del niño. La base de la comunicación es hablar con los padres. Los maestros simultáneamente buscan compartir conocimiento y obtener retroalimentación al educar a padres, a la misma vez de tratar con las preocupaciones expresadas y no expresadas de los padres. En el centro de las relaciones de los maestros con los padres está la participación de una comunicación recíproca concerniente al aprendizaje del niño.

Otros investigadores en el área de envolvimiento de padres son Schaefer (1977) y Honig (1979). Schaefer señala la importancia de una orientación familiar en vez de programas centrados en niños. Schaefer se ha convertido en un defensor elocuente de los programas basados en la familia que pueden:

a. aumentar el nivel de concientización de los padres
b. hacerles conscientes de su importancia en la vida de sus niños
c. ayudarlos a obtener la información que ellos necesiten
d. proveerles de la ayuda necesaria para ser más efectivos con sus hijos
e. concientizarlos acerca de los recursos de la comunidad que ellos pueden usar al educar a sus niños.

Honig (1979) sugiere que el Acta de Derechos de los Padres (Parent's Bill of Rights) debería incluir derecho a:

a. conocimiento acerca del desarrollo emocional y cognitivo del niño
b. observación de destrezas para una más efectiva participación de padres
c. estrategias alternas para problemas de prevención y disciplina
d. conocimiento acerca de cómo usar el hogar para experiencias de aprendizaje para los niños
e. instrumentos para ayudar a desarrollar destrezas del idioma y lectura de historias
f. concientizacion de ser los más importantes y tempranos maestros de sus niños.

Poulton y Poulton (1979) indican que los factores importantes en una temprana educación son el grado de entendimiento y preparación de los padres como educadores de sus niños, en vez de un diseño curricular.

Hay muchas formas de envolver a madres y padres en la educación de sus niños. Por ejemplo, visitas al hogar, servicios y clínicas de salud mental, programas de Head Start, como ayudantes de maestra(o), entrevistas, y participación de los padres en el salón de clases.

Honig (1982) indica que hay ventajas especiales cuando los padres participan creativamente en la planificación de experiencias en escuelas en las cuales los niños están en ese momento matriculados. Como padres, ellos aprenden destrezas de temprana educación; deben examinar sus metas y valores concernientes a los niños en orden a desarrollar un currículo, seleccionar facilidades y equipo y aún contratar maestros.

Honig (1982) también señala que la oportunidad de conocer y compartir experiencias con otras madres en situaciones similares provee a los padres de un contacto social, apoyo emocional, estimulación intelectual, y un sentido de cumplimiento y auto-estima para contratacar el aislamiento físico y emocional frecuentemente experimentado por madres.

De acuerdo con Chavez (1980), el Instituto Nacional para la Educación Multicultural (NIME) es una firma y un promotor de la participación de los padres y la comunidad en los procesos educativos de los niños de la nación. Chavez indica que el derecho a una educación con igualdad de oportunidad está garantizada por la Constitución de los Estados Unidos y este derecho debería ser ejercitado en todo su potencial por padres interesados. La incremente importancia de padres es evidente en las acciones legislativas del Congreso de los Estados Unidos. Nunca antes el Congreso había estado tan apoyado de la participación de padres y la comunidad como en la Enmienda de 1978 al Acta de Educación Elemental y Secundaria de 1965. Debido a la Enmienda de 1978, ahora las agencias locales requieren por ley cumplir con proveer para el envolvimiento y participación de padres y miembros de la comunidad en la planificación e implementación de programas de educación bilingüe financiados federalmente.

Crespo y Louque (1984) indican que el envolvimiento de padres no es nuevo en la educación. Ellos señalan que es nueva la habilidad de los distritos escolares para definir sus relaciones con padres de niños LEP. La legislación federal ha facilitado la habilidad de los distritos escolares para envolver a padres en la educación de los niños LEP.

Crespo y Louque (1984) también indican que la Ley Pública 91-230, sección 415 de 1970 dio poder al Comisionado de Educación de los Estados Unidos para requerir a las agencias de educación local envolver a los padres en cualquier programa financiado federalmente. También, en 1973 las regulaciones y reglas federales para la educación bilingüe requirieron que cada solicitante becado establezca un comité de orientación a la comunidad y por lo menos el 50% de sus miembros deben ser padres de estudiantes LEP.

De acuerdo al Departamento de Educación del Estado de Ohio (1984), fomentar el envolvimiento de padres y la comunidad en los programas bilingues o inglés como segundo idioma aumenta el éxito académico del estudiante. El Departamento de Educación de Ohio indica además que hay evidencia que el envolvimiento de padres en el progreso académico de sus niños contribuye a un alto logro y éxito académico. Dicho Departamento enfatiza la importancia de la escuela al proveer liderazgo, tendiendo un puente entre el hogar y la escuela. Esto es especialmente necesario con estudiantes LEP quienes tienen una cultura, tradiciones y un idioma que difiere al de la majoría del grupo de habla inglés.

El Departamento de Educación del Estado de Ohio (1984) señala que la escuela, como un sistema público, juega un rol único y vital en asegurar la oportunidad educativa para estudiantes LEP. Las escuelas también sirven a sus propios intereses cuando la comunidad y los padres son apoyo de sus esfuerzos. La aceptación del envolvimiento de padres y la comunidad, como una parte integral de los programas bilingues o ESL, provee una oportunidad única para los estudiantes y genera un apoyo público para los esfuerzos de la escuela.

Desde el momento en que la escuela pueda llevar un rol de liderazgo en la fomentación del envolvimiento de padres y la comunidad en programas de educación bilingüe y ESL, un primer paso sería crear un ambiente que esté conducido a enlistar a padres y a voluntarios de la comunidad en las actividades escolares. Esto es especialmente importante cuando se está tratando con estudiantes de un idioma minoritario, y barreras culturales y lingüísticas a veces causan malentendidos entre la escuela, padres y miembros de la comunidad.

De acuerdo con el Departamento de Educación del Estado de New Jersey (1984), el envolvimiento de padres en la educación no solamente es fomentado por la ley del estado, sino que también lo es como parte de una buena práctica educativa. Como educadores bien entrenados en las áreas de desarrollo del currículo, métodos y técnicas instruccionales, los maestros deben relacionar estos conocimientos a los niños. No obstante, el entrenamiento de los maestros a menudo no toca cómo interactuar con padres y qué beneficios se pueden derivar de este tipo de interacción.

El Departamento de Educación del Estado de New Jersey (1984) también señala que hay muchos beneficios tanto para los educadores como para los niños cuando los padres interactúan con la escuela. Por ejemplo:

1. Las personas más importantes en la vida de los niños de edad escolar son sus padres y los maestros. El establecimiento de buenas relaciones con los padres ayudará a los maestros a formar un fuerte vínculo y a establecer un mejor acercamiento con los niños.
2. Los niños, quienes sus padres están envueltos en la escuela, están más orientados hacia metas específicas.
3. Los niños tienen una actitud más positiva hacia la escuela cuando sus padres están envueltos en actividades escolares.

Rol de los padres

De acuerdo al Departamento de Educación del Estado de New Jersey (1984) se aboga que los padres desempeñen más roles relacionados a la educación de sus niños. Estos son:

a. Padres como aprendices - entrenando a los padres a incrementar las experiencias educativas en el ambiente del hogar para el niño en áreas relacionadas al éxito en la escuela. También, el entrenamiento debería ser orientado hacia el nuevo idioma, nueva comunidad y el sistema escolar.
b. Padres como maestros - los padres son los primeros maestros de los niños. Entrenamiento especial es dado a fomentar buenos hábitos de estudio.
c. Padres como recursos - los padres con talentos y sus habilidades especiales son usadas como un recurso en el salón de clases.
d. Padres como tomadores de decisiones - participación en todo el proceso educativo, desde el diagnóstico de necesidades y la planificación del programa hasta la evaluación del programa entero.
e. Padres como agentes de cambio social - trabajando con agencias fuera de la escuela ayudándolos a alcanzar la meta de hogar - escuela como compañeros en la educación.
f. Padres como consejeros - los padres proveen apoyo emocional a sus niños en el establecimiento de metas y en el entendimiento del rol del sistema escolar.

El envolvimiento de los padres en el desarrollo de los niños es un elemento crucial. Esto es porque los padres son parte importante que influye en el mundo de los niños. La literatura provee evidencia en este tópico, acerca de cómo los padres pueden contribuir al logro de los niños, tanto en el hogar como en la escuela.

Hay una estrecha relación entre los padres envueltos en actividades escolares, como en los envueltos en las actividades de la comunidad. A medida que los padres se enteren de la importancia de su envolvimiento en la escuela, consecuentemente ellos participarán en actividades de la comunidad.

Una vez que la escuela y la comunidad estén relacionadas íntimamente, muchos distritos escolares pueden proveer programas a ayudar a aumentar esta relación, de este modo, se consigue envolver a los padres en este proceso. Los padres deberían conocer acerca de cuáles actividades están siendo planeadas por el programa.

Hay diferentes lugares dentro de la comunidad que le proveen a los padres una oportunidad de desarrollar destrezas en los niños. Por ejemplo, la mayoría de las comunidades tienen un parque para el vecindario. Esta facilidad puede ser de gran ayuda para desarrollar las destrezas cognitivas, motoras y afectivas en los niños, las cuales son elementos básicos en su desarrollo.

Teniendo un lugar de recreación afuera ("junk playground") es fantástico para desarrollar destrezas motoras y de coordinación motora. También, puesto que habrán otros niños jugando, este ayudará al niño a socializarse con ellos, aumentando el desarrollo del campo afectivo. La interacción entre iguales es una parte bien importante en el desarrollo del niño.

Otro aspecto en que puede ayudar un parque en el vecindario es en el área cognitiva. Esto es debido a que en él pueden ser encontradas diferentes cosas que pueden ser usadas como actividades de aprendizaje. Por ejemplo, la forma de las cosas, los colores, etc.

Algunas comunidades tienen compañías de diferentes tipos. Los padres pueden ofrecerle a los niños la oportunidad de visitar una de ellas, las cuales podrían ser de gran enriquecimiento para su desarrollo cognitivo. El niño puede aprender los procedimientos de la compañía y puede también aumentar la habilidad de los niños a comunicarse con otras personas que no tienen que ser niños, sino adultos también. El idioma de los niños puede mejorar debido a eso.

Otra experiencia enriquecedora que los padres pueden hacer fácilmente es llevar a los niños a visitar una finca, sí es que viven cerca de una. Las destrezas cognitivas de los niños pueden ser desarrolladas grandemente viendo el funcionamiento de una finca, y cómo una vaca da leche, entre otras cosas.

El supermercado es un lugar que tienen todas las comunidades y puede ser usado como otro recurso. Los padres pueden ayudar a desarrollar las habilidades cognitivas del niño por solamente contar manzanas o chinas. También, los padres en el supermercado pueden enfatizar destrezas matemáticas, como peso, la forma de las frutas, la cantidad de latas, etc.

Los padres pueden enseñarle a sus niños diferentes tipos de conducta, dependiendo dónde ellos estén. La conducta presentada en un museo o en un teatro es bien diferente que la presentada en un parque o en un supermercado. Esto está relacionado con el dominio afectivo-social.

En conclusión, los padres pueden mejorar las destrezas y habilidades de los niños con recursos que están disponibles en su propia comunidad. No es necesario mirar más allá de lugares y recursos costosos teniendo todas las cosas ya explicadas en su propia comunidad.

Etapas en el desarrollo de los niños

Todos los padres que trabajan con niños jóvenes disfrutarán indicaciones útiles acerca de qué esperar y cómo sacar provecho del entendimiento de los niños y sus intereses.

De acuredo a Piaget & Inhelder (1969) la acción del niño es representativa de una búsqueda del conocimiento preoperacional común del niño a través de la curiosidad y experiencia.

White (1975), dice que los padres que levantan y apoyan la curiosidad de los niños reforzándoles el creciente interés de éstos y usando un idioma apropiado para aumentar la experiencia, están bien en su propia forma de aplicar prácticamente la teoría de Piaget, la cual, primeramente describe cómo se desarrolla el conocimiento durante la infancia. Los niños desarrollan el conocimiento a través de las acciones personales, una vez que se interáctue y reaccione con objetos, personas, eventos e ideas.

De acuerdo a Piaget (1963), inteligencia es la adaptación del niño al mundo físico, social e intelectual. Los padres con un entendimiento básico de la teoría de Piaget pueden estar preparados para actuar en las normas de los niños y de esta manera enriquecer el ambiente.

Piaget & Inhelder (1969), sugieren que la inteligencia es un proceso de construcción y organización que comienza a desarrollarse al nacimiento y continúa a través de toda la vida. Este proceso contínuo está dividido en cuatro etapas mayores: (1) Etapa sensorimotora (0-2 años de edad); (2) Etapa preoperacional (2-7 años de edad); (3) Etapa operacional concreta (7-11 años de edad) y, (4) Etapa de operaciones formales (11-15 años de edad). Sobre estas etapas los niños forman nuevos patrones de conducta a través de la asimilación y la acomodación. Asimilación se refiere a las actividades durante las cuales los niños asimilan información y forjan sus propios patrones, conocimiento y destrezas. Acomodación requiere discriminación de parte del niño, ocurriendo cuando se tienen previamente unas ideas y son cambiadas para formar nuevos conceptos.

De acuerdo a Piaget & Inhelder (1969), el nivel de edad aproximado para cada etapa está representado por la edad mental del niño, y no por la edad cronológica. La secuencia de desarrollo de una etapa a otra es universal; la transición o cambio entre ellas es gradual, no abrupta.

Actividades para que los padres ayuden al niño en el juego y en el aprendizaje

De acuerdo a Buchenholz (1984), muchos de nosotros tendemos a pensar que tales cosas como diversión, juego y placer son pasatiempos. Nosotros probablemente contrastemos "diversión y juegos" con las cosas serias de la vida. Los niños, por otro lado, parecen saber que el juego es digno de seria atención. Nosotros debimos haberlo conocido también cuando fuimos más jovenes, pero de una forma o de otra hemos creado y así olvidado una dicotomía entre "juego y trabajo"; entre "en broma" y "en serio". Este trabajo escrito espera enseñarle a los padres que la diversión de los niños es "en serio".

Buchenholz (1984), señala que es perfectamente obvio que los niños disfruten del juego. Los niños juegan no solo porque sean niños y esa conducta sea inadecuada a las responsabilidades reales de la vida, ellos juegan porque el juego es una responsabilidad real de la vida. Es una responsabilidad real de la vida que ellos lo conozcan mejor que nosotros. Los niños son lo bastante listos como para fijarse en qué cosas ellos saben hacer mejor. Los niños son personas en desarrollo, y los juegos que ellos juegan son el trabajo de esa transformación en desarrollo.

Buchenholz le llama a esta transformación maestría, desarrollo de destrezas, solución de problemas. Los niños, por la virtud de ser niños, tienen fuerzas limitadas en cada área, hasta por la naturaleza de ser niños. Es un mundo de adultos, y aún el menor niño observador como joven, ve que él es mucho menor y esta menos capacitado para arreglárselas que muchas otras personas. El niño podría no expresar esta concientización directamente pero ciertamente este proceso es sumamente difícil.

Buchenholz (1984) también sugiere que muchos de nosotros tenemos un fuerte sentido de "existencia". Nosotros sabemos muy bien que somos y tenemos una simpatía razonable por quiénes somos. Este sentido, esta concientización se deriva de la experiencia y es el sentido de "Soy la persona por quien esto está pasando", o "Soy quien hace que esto pase". Es importante mantener en mente que los niños no tienen esto claro y tampoco un fuerte sentido de sí mismos. A través del juego los niños adquieren este sentido. Un niño que es "él mismo" y esta realizando un juego es el foco de toda la atención y por consecuencia adquiere una fuerte afirmación de sí mismo. Un niño que puede construir una torre de bloques ve que él (ella) puede y por lo tanto debe "ser".

Buchenolz dice que cualquiera que esté consciente de estas pequeñas personas, fuera de número y tamaño, sin estar completamente seguro de quién o qué son, teniendo un montón de cosas por hacer, debe estar impresionado por el ánimo y confianza que les permite tan jubilosamente, entusiásticamente y energéticamente realizar su trabajo de juego. Esta concientización nos hace mas respetuosos y comprensibles de los juegos de los niños, juegos que son inventados ingeniosamente para conocer sus necesidades.

De acuerdo a Buchenholz, los juegos de los niños están divididos en cuatro categorías de desarrollo. Estas categorías servirán a los padres como una guía general para las formas en las cuales su niño progresa con respecto al conocimiento y el control de sí mismo.

La primera categoría es la imaginación, incluyendo la fantasía, y es la forma en que el niño maneja cómo poner el mundo a sus pies, éste transforma lo común en algo glorioso. Su imaginación es una expresión de su curiosidad y suposiciones acerca del mundo alrededor de él.

La segundo categoría es la de destrezas básicas, y se refiere a las destrezas necesarias para leer, escribir y computar. Cada una de estas disciplinas requiere el desarrollo y coordinación de un grupo complejo de capacidades interactuando. Antes que un niño pueda comenzar a aprender a leer, necesita de algún grado de orientación ,direccional, un cuerpo básico de hechos, algún desarrollo de discriminacion visual, y la habilidad para simbolizar. Un padre que se enfoque en enseñarle a su niño tempranamente a leer está fallando en este aspecto y le está haciendo un daño al niño. Un aspecto mayor en la enseñanza de la lectura es la adquisición de destrezas básicas, y la forma más efectiva para enseñar a un niño a leer es ayudarlo a ganar esas destrezas de pre-lectura apropiadas a su nivel de maduración.

La tercera categoría es la de destrezas motoras, en la cual los juegos se consideran útiles en el desarrollo de destrezas para los músculos largos o gruesos y para los músculos pequeños o finos. De acuerdo a Yawkey, Dank y Glosenger (1986) las destrezas motor finas o pequeñas son aquellas actividades que requieren el uso de músculos pequeños o finos del cuerpo; por ejemplo, el movimiento desde los dedos hasta la muñeca. Las destrezas motor finas también requieren otros tipos de movimiento finos del cuerpo tales como la coordinación y actividades ojo-mano.

Estos pequeños movimientos le ofrecen al niño muchas valiosas experiencias en destrezas y conceptos que son necesarios para el dominio básico de lectura, matemáticas, artes del lenguaje, y otros conceptos curriculares en los grados primarios y posteriores.

El niño joven que tiene retrasos en su desarrollo podría estar capacitado para aferrar sus dedos alrededor de una crayola o quizás un sorbeto, agarrar una taza, girar la perilla de una puerta, o quizás aún abotonarse su abrigo. Los niños pequeños requieren tiempo y muchas, muchas experiencias con actividades motor finas para que este desarrollo tenga lugar.

En las actividades motor finas, un niño con o sin retrasos en su desarrollo usará alguna o todas las modalidades de los sentidos del tacto (táctil), vista (visual), gusto (gustatorio) y el oler (olfatorio).

Las destrezas motor cortas o finas aumentan la coordinación motor fina. El niño también requiere guía en estas actividades. Sin estos pasos hechos en el desarrollo motor corto y en la coordinación ojo-mano, el niño no se convertirá en un miembro independiente, contribuyente y creativo de la sociedad tal como podría ser.

En las siguientes actividades, usted aprenderá como motivar y fomentar el crecimiento de los jóvenes músculos finos (cortos) y la coordinación fina del cuerpo: (1) Construyendo - el niño debe tener espacio en el piso y poder usar los materiales que él o ella prefiera, como bloques Lego, "Linkertoys", palitos plásticos de construcción los niños pueden usar dos o más piezas para hacer un grupo y ponerlas todas juntas en más de una forma. Después de haber completado su construcción ellos pueden decir qué han construído diciéndolo en sus propias palabras y formas, (2) Clavijando - el niño aquí puede tener espacio en el piso o una mesa de su tamaño para hacer esta actividad. Aquí, el niño puede usar diferentes tipos de pinturas o dibujos donde él o ella pueda poner algunas clavijas sobre dicha pintura, o dibujo, se le puede añadir papel de construcción que puede tener la forma de la pinturas o el dibujo donde él o ella pueda poner algunas clavijas sobre dicha pintura, o dibujo se le puede añadir papel de construcción que puede tener la forma de la pintura o el dibujo que el niño tenía o estaba usando, (3) Rompecabezas - el niño aquí usará una mesa apropiada a su tamaño. Primero, el niño debe ver el objeto por completo y tal como es, si usted tiene un rompecabeza de un animal se lo puede dar al niño para que él o ella lo vea y hable de él. Entonces el niño separará las piezas y usted le puede preguntar al niño si puede colocar las piezas otra vez juntas y hacer el animal (o diseño) otra vez.

De acuerdo a Yawkey, Dank y Glosenger (1986), las actividades motor largas, así como el desarrollo motor corto son aspectos del crecimiento físico. Para el niño con retrasos en el desarrollo estos movimientos son producto del uso repetido, práctica y aprendizaje.

Las actividades motor largas se refieren al movimiento y a las experiencias que requieren el uso de los músculos grandes del cuerpo. Se refiere también a la coordinación motora - gruesa y a las habilidades para integrar los movimientos de los brazos, cabeza, piernas y el tronco del cuerpo.

Tal como las destrezas motor cortas, las destrezas motoras largas pueden ser desarrolladas a través de actividades. Un niño con retrasos en el desarrollo podría estar envuelto en este tipo de actividades, tanto dentro o fuera del hogar, o en un ambiente escolar.

El crecimiento y desarrollo de los músculos largos y la coordinación del cuerpo son objetivos importantes en la planificación del ambiente interior del salón de clases para el niño. Estas actividades para los músculos largos también le proveen al niño con retrasos en el desarrollo con oportunidades para probar la capacidad de su cuerpo.

Los niños, al hacer y rehacer estas actividades, las practican y al mismo tiempo desarrollan los músculos largos. Con cada vuelta física, al empujar, cachar o halar, los músculos largos del niño están emergiendo y creciendo. Las actividades interiores para el desarrollo de los músculos largos proveen la oportunidad de observar al niño sobre periodos de tiempo para el aumento de madurez motora, crecimiento motor y desarrollo físico. Algunos ejemplos de actividades motoras largas son (1) arrastrarse, (2) brincar, (3) empujar y halar, (4) retorcerse.

La cuarta categoría es la de grupo/equipo; juegos que aumentan el desarrollo social del niño, y a través de esos juegos los niños desarrollan una relación significativa con otros niños. Cuando un niño comienza a jugar su habilidad para cooperar o colaborar es limitada. Luego de que el niño tiene la oportunidad de jugar con otros niños adquiere la sofisticada capacidad de entender su rol dentro de un equipo. Los juegos, en los que el niño tiene la oportunidad de relacionarse con otros iguales, ayudan al niño a vencer su temor a aislarse y la soledad, de acuerdo con Buchenholz (1984).

De acuerdo con Buchenholz (1984), hay algunas actividades que los padres pueden desarrollar en cada categoría:

A. Destrezas básicas

1. Juego del alfabeto y objetos

Jugadores	-	Un adulto, uno o más niños
Materiales	-	Objetos pequeños encontrados alrededor de la casa, tales como cajas, carritos de juguete, libros, etc. También se necesitan tarjetas para marcar (Index cards) con una letra mayúscula del abecedario escrita en cada una.
El juego	-	Ponga todos los objetos en una mesa frente al niño, entonces el niño va a buscar una letra dentro del montón que tenga el mismo sonido inicial del objeto seleccionado.
Nota	-	Los adultos deberían ser cuidadosos al seleccionar objetos que para un principiante, sean confusos de alguna forma. Este juego enseña el reconocimiento de las letras junto con el entendimiento de que los símbolos (letras) representan sonido. Envolver el

niño en el acto del reconocimiento de un símbolo (diciendo el sonido y seleccionando la letra) hace la experiencia real y le da un significado personal.

2. "Switch"

Jugadores - Un adulto, uno o más niños

Materiales - Cualquier sala, cocina; o el cuarto del niño; objetos tales como cajas, sacapuntas, utensilios para comer, latas de sopa, juguetes, retratos, estatuas, pequeñas, etc.

El juego - Esta actividad es tremendamente estimulante para los poderes de observación del niño y ejercita el lapso de memoria a corto plazo.

3. "Cleaned, cooked, boiled rat bones"

Jugadores - Uno o más niños

Materiales - Agua en cualquier envase grande (lavamanos, bañera, la tina de bañar al bebé, un estanque con corcho, la mesa de agua). Los materiales o cosas de juego incluyen tubos plásticos, embudos, coladores, envases de líquidos que estén vacíos y sean lavables, ollas, sartenes, cucharas de medir, esponjas, etc.

El juego - Provea al niño o los niños con los materiales anteriormente mencionados y observe cómo ellos confeccionan todo tipo de mezclas. (Nota: No es seguro dejar a los niños solos aún por unos cuantos segundos con agua en las manos).

Comentario - El jugar con agua es divertido para muchos niños y es en sí mismo aliviante. Jugar con agua le ofrece al niño la oportunidad de experimentar con medidas, volumen, flotar y hundir objetos y densidad; y además es usado para cada etapa de crecimiento en formas apropiadas para asuntos de desarrollo. Los niños pueden trazar formas en el agua, tanto con un dedo o con la mano, tanto como lo podrían hacer en arena o nieve.

4. El juego de lotería del alfabeto

Jugadores - Un adulto, uno o más niños

Materiales - Un papel plano de de 8½ x 11" y tijeras para cortar tarjetas para marcar. Haga dos tablas de lotería marcando con una regla un pedazo de papel y cuadriculándolo en 16 cuadrados de dos pulgadas cuadrados cada uno, en la otra tabla se hacen nueve divisiones de dos pulgadas cuadradas cada una. Escriba una letra del alfabeto dentro de cada uno de los 26 cuadrados, y escriba un 0 y una X en las 26 tarjetas de marcar antes de cortarlas por la mitad. Escriba las letras del alfabeto en cada cuadrado del tablero de lotería - 0 y X terminarán siendo cada uno dos rectángulos. Use solamente letras mayúsculas para los niños pequeños.

El juego - El objeto del juego es que el niño paree las tarjetas con las letras en el tablero de lotería. (Cuando el niño ya es mayor, use letras mayúsculas en las tarjetas y pregúntele al niño al parearlas.)

Comentario - Esta actividad de parear envuelve reconocimiento y significado, percepción e interpretación. Primero, estas destrezas son rudimentarias y envuelven solamente conceptos de "igual" y "diferente". Al aumentar el nivel de madurez el concepto "igual" puede ser elevado a la categoría de "idéntico" y "similar" y el concepto de "diferente" puede ser calificado de igual forma.

5. "Bowl Holders"

Jugadores - Uno o más niños

Materiales - Tamaños graduados o diferentes de cartulina, envases plásticos o "bowls"; botellas plásticas vacías de shampoo o jabón líquido.

El juego - El objeto del juego es acomodar un envase dentro de otro. Estos mismos envases puede también usarse en el juego de agua, durante el cual el agua es echada de un envase a otro.

Comentario - La variedad de envases y cosas que pueden ser puestas dentro de otras está menos limitada, solo como "meter y sacar" cosas es finalmente fascinante y tiene mas implicaciones filosóficas. "Meter y sacar" cosas es una especie de género de "hacer y no hacer", el proceso que (falsamente) nos reasegura que nada necesita ser irrevocable y por lo tanto nos da el ánimo de seguir tratando.

6. "Direction World Play"

Jugadores - Un adulto, un niño

Materiales - Cordón o cinta adhesiva (masking tape), mesa, objetos.

El juego - Dividir la mesa por la mitad colocando el cordón o la cinta adhesiva a través del centro. Ponga dos objetos distintos, tal como una canasta pequeña y una tapa de un pote, en un lado. Dele al niño un tercer objeto, tal como una crayola y dígale al niño:

- Pon la crayola debajo de la canasta (o tapa).
- Pon la crayola encima de la canasta (o tapa).
- Pon la crayola entre la canasta y la tapa.
- Pon la crayola sobre la tapa.
- Pon la crayola en la canasta.

Comentario - Este juego y el de "Bowl Holders" ayudan al niño a dominar las relaciones espaciales. Ciertas palabras sirven esencialmente la funcion geográfica de orientarnos con los objetos en el espacio. Esto es necesario para establecer la localización del propio ser físico en relación a otros objetos físicos, y localizar objetos con referencia a otros.

7. "The Geo Board"

Jugadores - Un adulto y uno ó más niños

Materiales - Un pieza de madera suave de 12" x 12" y de alrededor de un pie de espesor. Un tornillo de 1½" puesto a 1½" de otro. Los tornillos siempre deben estar colocados equidistantemente (con niños mayores puede haber menos espacio entre los tornillos). Una caja coloreada diferente, liquillas o "rubber bands" de diferentes tamaños. Los "geo boards" que son realmente fáciles de hacer, también puede ser vendidos en tiendas de efectos escolares.

El juego - El niño pone las liquillas o "rubber bands" alrededor de los tornillos en un número ilimitado de combinaciones. El niño puede crear formas dentro de otras formas, hacer figuras oblongas, cuadradas, triangulares, hexágonos, o cualquier figura que sea angular y con una variedad de colores.

Comentario - El "Geo Board" envuelve percepción espacial, coordinación ojo-mano, y creatividad en la realización de diseños, y le da al niño un sentido de supremacía o dominio. Este también provee una introducción básica a conceptos geométricos.

B. Imaginación

1. "Dress up"

Jugadores - Uno o más niños.

Materiales - Un espejo, una maleta vieja o una caja con una variedad de viejos sombreros, bufandas, faldas, zapatos con taco, gorras, botas, corvatas, sombreros, etc.

El juego - El niño se pone lo que él/ella quiere ponerse de acuerdo con lo que él/ella quiere ser ese día.

Comentario - El niño es curioso acerca de la misteriosas formas en las cuales todas las criaturas funcionan. El rol del juego es intentar que el niño reconozca, entienda e incorpore otros siendo ellos mismos. Esto es una forma de ellos entender quiénes son, quién tú eres, y por qué. Más importantemente es moverse hacia el desarrollo de la empatía.

C. Equipo/Grupo

1. Asientos musicales ("Musical Chairs")

Jugadores - Un adulto, ocho ó más niños.

Juego - Ponga ocho filas in línea y el mismo número de niños. Ponga todas las sillas en una fila mirando en dirección opuesta. Explique a los niños que al momento de empezar la música ellos deben levantarse y comenzar a caminar sin correr alrededor de las sillas. Cuando pare la música ellos deben sentarse tan rápido como puedan.

Comentario - Esta versión le da al niño un sentido de juego en grupo mientras que al mismo tiempo se mantienen en suspenso esperando que la música comience y termine.

D. Destrezas Motoras

1. Viaje de animales ("Animal Travel")

Jugadores - Un adulto, uno o más niños.

Juego - A los niños les agrada identificarse e imitar los movimientos de los animales. Los adultos le pueden formular una pregunta a los niños de cada animal concebible. Un niño puede imitar con entusiasmo a un caballo galopando, a una tortuga arrastrándose, un pájaro volando o a un león con paso majestuoso. Los niños imitarán todos los animales al mismo tiempo.

Comentario - La fascinación de los niños con los movimientos de los animales muestra su amor por ellos. Galopar, caminar, trotar y arrastrarse los hace sentirse libre y los satisface. La imitación de esos movimientos desarrolla destrezas en los músculos largos. También, el adulto puede poner algo de música y al niño puede sugerírsele que se mueva a tiempo o al compás de la música.

2. "Warm up"

Jugadores - Un adulto, un niño.

Juego - El adulto hace unos ejercicios formales o informales de calentamiento con el niño. Movimientos de estiramiento, correr y retorcerse hechos a un paso suave y ligeramente podrían ser incorporados; sin embargo, el adulto debería ser cuidadoso al ver que el niño no esté sobre-pasando sus límites.

Comentario - Este juego hace que el niño se sienta importante al ser genuinamente incluído en actividades serias de los adultos. El niño también siente un tremendo disfrute al dominar y controlar su cuerpo.

Conclusión

A través de la revisión de la literatura acerca del envolvimiento de padres en la escuela y la comunidad se puede apreciar la importancia de establecer un buen puente de comunicación y relación entre el hogar del niño y las experiencias de aprendizaje ofrecidas por la escuela. Consideremos que los padres con un trasfondo de un idioma minoritario podrían necesitar motivación especial para participar en programas de envolvimiento de padres y la comunidad.

También, es importante reconocer que cuando niños LEP vienen a escuelas estadounidenses se enfrentan con un nuevo idioma y cultura. Los programas escolares, desarrollados por un distrito, deberían reconocer y aceptar las experiencias y el aprendizaje que el niño trae a la escuela, en orden de facilitar el cambio a un aprendizaje en un nuevo idioma y cultura.

Es importante conocer acerca de la comunidad en orden a apreciar mejor la base en que está siendo construída. Para hacer esto, la escuela debe conocer qué tipos de experiencias los niños traen a la escuela, tan bien como las expectaciones de los padres por sus niños en el ambiente escolar.

Estamos de acuerdo con Allen y Hart con lo aseveración de que los padres y maestros son compañeros en el aprendizaje de los niños; y los padres son quienes continuarán llevando la responsabilidad primaria por toda la socialización y el progreso en el desarrollo del niño.

ACADEMIC PROGRESS

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INTRODUCTION

Aware of the importance of parents role at school, parents must be informed of their children's progress in the classroom. A good communication between parents and teachers can make the difference. If parents feel that they are an important resource for school, they could help children as tutors and create a positive environment between home and school.

In order to inform parents of the importance of their children's academic achievement at school, this work attempt to explain and give suggestions in regard to the student's academic progress. Different topics will be covered and several definitions will be given to help parents understand the process of student's evaluation in the classroom. The topics will include into others: students progress reports, parent involvement in the testing program and recommendations given to parents and teachers to improve the students academic progress. It is expected that through this revision of literature parents can get the necessary information of the process carried out to assess students in the classroom, the teachers expectations and the role of parents in the school achievement.

Definitions of Terms:

Academic progress

According to the Dictionary of Education (1973), academic progress is the progress made by a pupil in achievement in the school subjects as measured by various tests, teachers marks and teachers judgement.

Record pupil

Any systematic collection of data regarding a pupil; may deal with his physical, mental, social, or moral attitudes, abilities or capacities and with his environment, whether home or out of school; may be used by teachers, principals, superintendents, attendance workers, visiting teachers, health officers and others. (Dictionary of Education, 1973).

Low achieving student

They may be labeled "learning disabled", "reading disabled", "remedial", or "alienated." Perhaps an anti-achievement syndrome begins, characterized by incomplete homework, lost books, missing papers, and either extreme isolation or social overactivity. (Black, 1974)

Zeeman (1982), describes the school experience for students like these: "In interaction with the school environment, the student tends to feel powerless, does not receive sufficient support from the teacher, and does not reap rewards from a system which is primarily based upon academic achievement.

Parent teacher component

According to the Title VII, parent teacher component was undertaken within the framework of a philosophy that well informed, active participation by parents is a key factor in their childrens academic success. (Gomez, Guerra and Johns, 1987)

UNDERSTANDING SCHOOL PROCESS IN RELATION TO STUDENT ACHIEVEMENT

Students School Records

What parents need to know?

In 1975 the General Education Provision Act (generally known as the Buckley Amendment) legislated the right of parents across the nation to have access to their child's records. Students above 18 have the right to see their own records.

According to Boehm (1982) parents should know the facts about their child's school progress, including their test scores. It is the responsibility of educators to make meaningful interpretations of school records. If test scores are there to help educators make judgements about children, they are also there to help parents make objective judgements about their own son or daughter.

What Do School Records Contain?

School records generally contain information about the child, in the following categories:

1. Background Information About the Child's Family

   Information is recorded which can help the school get in touch with the child's family in case of an emergency, as well as important information that might be important when planning the child's school program. Typically the information is gathered when the child is first enrolled in schools. These include:

   a) name of mother/father/guardian
   b) address
   c) telephone
   d) birthplace
   e) number of siblings
   f) language spoken at home

2. Information About the Child

   This information is recorded about the child's health and language background relevant to planning the child's school program. Some schools maintain separate health records for children. In this section is usually recorded:

   a) sex
   b) date of birth
   c) school changes
   d) days absent

3. Yearly Record of the Child

   In this section the academic record of the child is recorded by year, as well as the attendance record. It includes:

a) grades in each subject area

b) teacher comments

School records maintained by the school psychologist, social worker, or school physician are not open to parent inspection. Records maintained by schools are important for planning instruction, keeping track of pupil progress, for guidance and counseling for specialized training, college selection, or work choices, and the evaluation of instructional programs in school.

In addition of the cumulative records kept in the school office, the classroom teacher often maintains a folder for each pupil which contains more detailed information about performance on each area of standardized achievement tests, along with work samples and important observations of the child. This information can be shared in the meetings and in the teachers-parents conferences.

Academic Progress Reports

The use of traditional letter grades (A,B,C,D,F) for reporting pupil progress (Gronlund, 1976), has persisted in the schools for over fifty years, despite frequent efforts to replace them with a more meaningful report. Their continued use would seem to indicate that they are serving some useful functions in the school-administrative. Thus rather than attempt to replace letter grades or number grades (Gronlund, 1976), it would seem more sensible to direct effects toward improving the letter grade system and supplementing it with more detailed and meaningful reports of pupil learning progress.

Reporting to Pupils and Parents

The main reason for reporting to pupils and parents is to facilitate the learning and development of the pupils. According to Gronlund (1976), the reports should 1) clarify the objectives of the school program, 2) indicate the pupil's strengths and weaknesses in learning, 3) promote greater understanding of the pupil's personal-social development, and 4) contribute to the pupil's motivation.

Reports to parents should inform them of the objectives of the school and the progress of their children are making toward those objectives. Knowing what the school is attempting to do, parents are better able to cooperate with school personnel in promoting the development of their children. In addition, information about the successes, failures, and problems their children are experiencing in school enables parents to give them the emotional support that is needed. To serve this purpose, the reporting system should contain the necessary information in order that parents can comprehend and use it.

Use of Reports by Teachers and Counselors

The increased information provided by progress reports is especially useful to teachers (Gronlund, 1976) when they are planning instruction, diagnosing learning difficulties, and coping with special problems of personal-social development. Counselors use the reports, along with other information, to help pupils develop increased self-understanding and make more realistic educational and vocational plans.

Use of Reports by Administration

Marks and progress reports serve a number of administrative functions. They are used for determining promotion and graduation, awarding honors, determining athletic eligibility, and for reporting to other schools and prospective employers.

Types of Marking and Reporting Systems

1) Traditional Marking Systems

The traditional method of reporting pupil progress, which is still in wide use today, consists of assigning a letter grade (A,B,C,D,F) or a single number (5,4,3,2,1) to represent a pupil's achievement in each subject.

Limitations: 1) The meaning of such marks is often unclear because they are a conglomerate of such diverse factors as achievement, effort, and good behavior. 2) Even where it is possible to limit the mark to achievement only, interpretation is difficult. A mark of "C" may mean average work in all areas, or high performance in some areas and low performance in others.

Numerous attempts (Gronlund, 1976) have been made to improve the traditional marking system by changing the number and meaning of the symbols used. Typical reports of this type use letters such as H (Honors), S (Satisfactory), and U (Unsatisfactory), or simply S and U. These variations have been generally unsatisfactory because they provide even less information concerning the pupil's learning progress.

2) Pass-Fail System

As typically used elementary high school and college levels it is offered as an option to the traditional letter grade (A,B,C,D,F) in a limited number of courses. Students are permitted to take some courses, usually electives, under a pass-fail option. This system encourages students to explore new areas of study without the fear of lowering their grade-point average.

Limitations: 1) Provides even less information than the traditional A,B,C,D,F system. 2) With one or two courses under a pass-fail option, it is difficult to resist the temptation to shift study time from these courses to those courses in which letter grades are to be assigned.

3) Checklists of Objectives

To provide more informative progress reports, some schools have replaced or supplemented the traditional marking system with a list of behavior descriptions to be checked or rated. Gronlund (1976), illustrates the nature of these reports with the following examples:

Reading

1. Reads with understanding
2. Reads well to others
3. Works out meaning and use of new words

Arithmetic

1. Uses fundamental processes
2. Solves problems involving reasoning
3. Is accurate in work
4. Works at satisfactory rate

The checklist form of reporting has the obvious advantage of providing a detailed analysis of the pupil's strengths and weaknesses.

Limitations: 1) The main difficulties encountered with such reports are in keeping the list of statements down to workable numbers and in stating them in such simple and concise terms that they are readily understood by all users of the reports.

4) Letters to Parents

To provide for greater flexibility in reporting pupil progress to parents some schools have turned to the use of informal letters. This makes it possible to report on the unique strengths, weaknesses and learning needs of each pupil, and to suggest specific plans for improvement. In addition, the report can include as much detail as is needed to make clear the pupils progress in all areas of development.

Limitations: 1) Comprehensive and thoughtful written reports require an excessive amount of time and skill. 2) Descriptions of a pupil's learning weaknesses are easily misinterpreted by parents. 3) Letters fail to provide a systematic and cumulative record of pupil progress toward the objectives of the school.

5) Parent-Teacher Conferences

This reporting method (Gronlund, 1976) has been most widely used at the elementary level, with its greatest use in the primary grades. The major advantages of the parent-teacher conference derive from the fact that it provides for two-way communication between home and school. The conference permits teachers and parents to ask questions to discuss their common concerns in helping the pupil, and to cooperatively plan a program for improving the pupil's learning and development.

Limitations: 1) It requires an excessive amount of time and skill, and 2) it does not provide a systematic record of pupil progress. 3) Some parents are unwilling to come for conferences, while others are unable to come because of work, illness, or other commitments.

Multiple Marking and Reporting Systems

The typical multiple reporting system retains the use of traditional marking (letter grades or numbers) and supplements the marks with checklist of objectives. In some cases, two marks are assigned to each subject: one for achievement and the other for effort, improvement, or growth in terms of potential.

Conclusion

As it has been shown in this section, grading reports play an important stage in the student academic progress. It is expected that the information offered can help parents t understand the several ways in which their children can be graded in a classroom. As an advice for the parents, it is important that they know the system utilized by the school district in grading the students, to judge wisely the reports received by the school.

Finally a descriptions of the meaning or objectives of the letter grades in a criterion-reference system will be defined:

A = Outstanding. Pupil has mastered all of the major and minor instructional objectives of the course.

B = Very Good. Pupil has mastered all of the major instructional objectives of the course and most of the minor objectives.

C = Satisfactory. Pupil has mastered all of the major instructional objectives but just a few of the minor objectives.

D = Very Weak. Pupil has mastered just a few of the major and minor instructional objectives of the course. He barely has the minimum essentials needed for the next highest level of instruction. Some remedial work would be desirable.

F = Unsatisfactory. Pupil has not mastered any of the major instructional objectives of the course. He lacks the minimum essentials needed for the next highest level of instruction. Considerable remedial work is needed.

Parent Involvement in the Testing Program

There is a missing link in the testing program, one that has persisted for years. It is involvement of parents in the testing program. Parents can do a great deal to help their youngsters prepare for tests, yet many school districts ignore this fact.

As former students, parents know the trepidation (Criscuolo, 1986) and anxiety tests can gender. If school districts would work with parents before their children are given achievement tests, students might not only perform better but, more importantly, feel more comfortable by taking them.

How can parents help their youngsters prepare for tests? Criscuolo (1986) summarized in six steps different ways in which parents can help.

1. Parents can put their youngsters at ease by discussing their own experiences with tests. They have had to take tests and at times have been nervous about it; they have been in the same boat. By sharing this fact, they help their children develop a positive attitude about taking tests.
2. Teachers, particularly at the secondary level, often comment that when testing dates are announced absenteeism tends to be high. Thus it is crucial that parents be aware of specific days tests will be given so they can make sure their youngsters go to school. Parents should also be notified of make-up dates so that if students are ill or have other legitimate reasons for missing

school when the tests are given, parents will be assured that time has been allocated for making up these tests.

3. Parents should stress the importance of listening to the teacher as directions are given and following them carefully.

4. Parents can make sure that the night before the tests, their son or daughter gets to bed early and on the morning of the test, eats a hearty breakfast.

5. When the test results are in, parents can meet with teachers to discuss the results. Teachers will offer suggestions in the form of homework assignments, techniques and specific materials to use.

Teachers and administrators must work with parents in their districts to ensure adequate preparation for taking tests. This is important because parents will then be assured that the youngsters performed to their optimal level. The time spent with parents in the testing program is well worth the effort.

Student Achievement and Absenteeism

Absenteeism of fifteen percent is considered to be a crucial problem, (Brodbelt, 1985), particularly among inner city school populations, where the ultimate result is a high level (50%) of dropouts. The problem of absenteeism affects directly the amount of learning at both the elementary and the secondary levels.

Parents must be aware that it is the individual pupil who is the real loser when he or she is consistently absent. Brodbelt (1985) reports that a typical student spends 12,000 hours in school. But the typical high-absentee pupil is not at school for 25% of the time, and those 3,000 hours of absence mean a gap in homework checked papers, and potential engaged time and time on task, as well as a host of lost or ineffective pupil-teacher interactions.

Porwell (1977) researched student absenteeism and found three categories or reasons for classifying absenteeism. The first includes in-school factors such as teachers attitudes, discipline and interpersonal relations. The second category includes personal and family factors such as illness, accident, self image, handicaps, learning problems, money and vacation. The third consists of general environmental factors such as transportation, weather, and community events.

Parents might know that attendance makes a significant difference in specific subject areas. For example reading skills provide the foundation for all academic subjects an is crucial for school success. The pupil who starts of missing school in the kindergarten and first grade is likely to continue that pattern, and with poor reading skills is likely to fail thereafter in many subject areas. Poor attendance in this sense leads to failure.

To learn, the pupil must be present, and many school systems recognize the integral relationship between the students physical presence and learning. Any solution of the problem of absenteeism (Brodbelt, 1985), must take into account the pupil, the parent, the principal, the teacher, and other school personnel. The initial assessment should examine the factors that contribute to absenteeism, including legitimate and verified illness and accidents, family deaths, school phobia, truancy, religious holidays, vacations, economic need, failure and fear of school violence.

The second phase reported by Brodbelt (1985), is to develop appropriate procedures to monitor attendance. A first step would be to involve parents in the program. A school newsletter mailed to parents could help make them aware of the importance of their children being in school, as well as informing them as the specific consequences of nonattendance. Generally, an aware parent can become involved with helping the pupil attend school; if someone talks to a parent.

Brodbelt (1985), reported that the last phase of any program to keep students in school must address students attitudes.

- Certificates of recognition for attendance may be positive reinforcements.
- A newsletter coupled with reports periodically mailed to parents, listing specific absences and times of tardiness, have been found to be helpful.
- Career awareness through employers interviews helps create awareness of attendance requirements for jobs.
- Special awards for Friday attendance and competition between classes for the best weekly attendance help to reward pupils for attendance.

In conclusion, as have been presented, encouraging pupil presence is the first step in any model for learning, and must be followed by an effective school program. Finally the solution of the problem of absenteeism must address these factors - the nature of the students, the role of the parents, and the teacher and principal quality, attitude and leadership.

INCREASING STUDENT ACHIEVEMENT

Parent's Role

Education is not confined to the classroom. It is not the exclusive responsibility of the teacher. Parents are teachers. The role of the parent as a teacher is as important in the learning process as the role of the classroom teacher. Learning is continuous. It doesn't stop at the exit of the school. The parents are in the best position to influence, "teacher", their children.

Ben and Smith (1987) said that the parents are involved in the education process, parents feel like they are part of the school system; they gain a sense of control and responsiveness to their needs as parents and their children's needs as students. Involved and active parents show a strong sense of responsibility for the success or failure of their children in the educational system. They become more able about to make informed, wise decisions about the future education of their children.

The community also gains from parental involved programs. Children of involved parents tend to stay in school longer, learn more while there, and plan on additional education when they leave school.

Influence of the Home

Cahoon, Price and Scoresby (1979) stated that the search for a program that provides a close learning relationship leads us to one of the most important and profound of schools: the home. In the home a child has the potential of an involved day to day association with adults and with other children. At home a child can learn at least one major principle: how to associate with his fellowman. And if parents can teach such a complex principle, it is also possible for parents to teach things that will improve a child's mental or intellectual development, increase his emotional maturity and stimulate his creativity. Many parents believe they can't teach because they don't know how to teach or they don't have enough time. You may be surprised to learn that you know enough and that you have all the necessary resources right in your home and that with a little training you can be a very successful teacher. Parents cannot avoid teaching: children will learn most effectively from people they believe to be best teachers, and these people are their parents. Since you want to be the best teacher for your children, there are three reasons why it is important that you have become more actively involved with them.

1) Effectively teaching young children in the home will increase their readiness to learn and improve their chances of succeeding in a large classroom.

2) You as a parent can bring them into contact with some of the bright and wonderful things in the world.

3) Through teaching a close and long lasting relationship can be established.

Talking to an infant or giving him a great amount of physical contact will help him learn things that the infant who is talked to very little or who receives little physical contact will not learn. Everything you do in the presence of your science has the effect of teaching, and, depending on what you do, the principles can be good or bad ones.

Being a successful parent-teacher requires a knowledge of how to teach, what to teach, and methods of motivating your children to learn. It is important that parents teach; children learn much from parents, and if nothing else they will acquire a positive attitude toward learning if parents spend the time learning how to teach.

Parent's Influence

According to Cahoon, Price and Scoresby (1979), describing a father's influence in the home should not be taken as an indication that mothers are less important; mothers are equally important, but fathers do some things differently from the way mothers do. For example: the following are some activities that should be initiated by the father or mother in pro to stimulate the child in different ways.

1) Activities to be initiated by the father are:

a - request a time block of at least thirty minutes to talk to your wife about the children. Ask her point of view about each child and ask her to discuss both their problems and strengths. Share you opinions about what you both need to do for and with each child.

b - gather the family members together for thirty minutes to have a family council. Using the information collected from the conference with your wife, present a problem for the family to solve. Avoid interruptions, summarize opinions of the group before giving your suggestion for the solution of the problem. Implement a program to solve the problem together.

c - many projects, activities, or problems require families to make decisions. Effective decision making, led by the father, is vital to effective fatherhood. Some important principles are involved.

Each person needs to voice his opinion; each person's views should be occasionally followed.

Family decisions will usually take longer than individual ones.

Each person needs to know what a decision means to him individually.

2) Activities to be initiated by the mothers are:

a - make a list of the ten things that are most important to you in your life; then write down why those things are important to you.

b - make a list of what you would do next week if you could do whatever to do. Don't pay attention to what it might cost or to whether you have enough or any other hindrance.

c - make a list of the things that uplift your spirits the most. Make a plan of how you can experience one of these uplifting events each day.

d - make a list of the three things you really want your children to accomplish in the next year.

e - do the activities listed under fathers are for.

According to Grant (1980), more information about improving the home-school relationship resulted when parents were asked, "What five qualities would you say are most important in a good teacher?".

A. Five more important traits:

- Patience
- Sense of humor
- Understanding and genuine love of children
- Fairness and kindliness
- Teaching skills, knowledge and training

B. Five qualities for parents:

- Fairness
- Firmness

- Patience
- Cheerfulness
- Ability to cooperate

Strategies that the parents can use to teach their child in home

The Michigan State Board (1987), stated in their study on Hispanic dropout, indicates that parental encouragement and involvement is a major factor influencing student achievement.

The parents can increase this achievement if they use the following recommendations:

1. Pre-activity...explain what you are going to do.
2. Before starting... give learner time to become familiar with materials.
3. Ask questions which have more than one answer.
4. Ask questions which require multiple-word answers.
5. Encourage learner to expand answers.
6. Get learner to ask questions.
7. Give learner time to think.
8. Get learner to make judgement based on evidence (vs. guessing).
9. Praise learner when does well or takes small steps.
10. Let learner know if answer is incorrect... in a positive/neutral manner.

Teacher Expectations

What the content teacher can do to help low achieving students

1) Post a monthly schedule of assignment activities and due dates. For some students a weekly reminder may be necessary.

2) Meet individually with low-achieving students when long-term projects are assigned. Use this time to help them identify the topics of interest and to estimate the amount of time required.

3) Ask for periodic status reports. Include an instruction sheet that lists the activities to be completed where the student can check off ( ) the tasks which have been completed.

4) Partitions or carrels can be used to partially remove a student from distracting stimuli when she/he is working independently.

5) If the task assigned is too complex, the teacher may need to restructure in order to limit the number of things the students must handle.

6) The teacher should make certain that directions are clear and concise and that the student is attending and understanding.

7) Provide consistent and honest feedback. It lets the students know that the teacher is constantly aware of each person's presence and performance in class.

8) Progress reports should be sent to parents every few weeks. These reports should acknowledge student progress, not lack of it. These reports must note specific academic and behavioral progress.

CONCLUSIONS AND RECOMMENDATIONS

Through this review of the literature the topics presented have summarized in detail the important aspects in the academic achievement of the student. The aspects discussed were addressed to the parents in order to inform them over the issues they might know in relation to the procedures carried out by the school in relation to students records, students academic reports and testing.

Other valid information was compiled to show the importance of parents role in the school environment. For example the problem of absenteeism at school and the role of parents as teachers. Both themes showed the importance of parent's help to accomplish the goals of the students. There's no doubt that a school district with a well organized parent involvement staff will fill the gap that currently exists in most school districts.

Lack of communication between school and parents will not yield the products expected in the students at the end of the school-year. For this, it is important that schools provide activities and workshops in which parents get informed of the academic progress of their children to involve them in the process of rehabilitation of the students academic progress.

If you are interested in acquiring more information about the different models of Parent Involvement Program we have some of them.

Program P.I.A.G.E.T. (Promoting Intellectual Adaptation Given Experimental Transforming).

It is a preschool program supported by Federal Funds and the public school district. The P.I.A.G.E.T. model is for non English dominant five year old preschoolers. It provides them with an opportunity for cognitive social development with English language experiences, focuses on bilingual intervention and involves their parents in planned on going parent/school programs conducted in their homes while their children are attending school.

Project P.A.L.S. (Preschool Affects Language Success).

The Riverton community school serving approximately 325 students (developmental kindergarten through grade 5) five special services programs and private day care center is located in a middle to low income residential section of Portland, Maine. It was constructed in 1979 to provide maximum flexibility for instructional programs and contains six instructional "pods" which surround the library media center, a large gym, and an olympic size pool. These programs serve the Cambodian, Vietnamese, Chinese community. The parents advising committee (PAC) involve parents activity in the education of their children.

Project E.A.S.E. (Early Access Through School Experiences) Bilingual/ESL Program Preschoolers.

The goal of the project is an early intervention strategy designed to better prepare LEP children for entrance into the school system at the kindergarten level. Three Bilingual/ESL classes expose and instruct the students in the "school type" experiences necessary for early school success and positive future school achievement. Such preschooler program (E.A.S.E.) the student transition insures more positive academic and social experiences upon entry to the school system at the kindergarten level.

To achieve individually appropriate programs for young children early childhood with families and communicate regularly with children's parents.

A. Parents have both the right and the responsibility to share in decisions about their children's care and education. Parents should be encouraged to observe and participate. Teachers are responsible for establishing and maintaining frequent contacts with families. (Brazelton; 1984, Croft; 1979, Dittmann; 1984, Honig; 1982, Katz; 1980, Lightfoot; 1978, Moore; 1982, Weissbourd; 1981).

B. Teachers share child development knowledge, insights, and resources as part of regular communication and conferences with family members.

C. Teachers, parents, agencies, programs and consultants who may have educational responsibility for the child at different times should, with family participation share developmental information about children as they pass from one level or program to another.

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Progreso académico

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Introducción

Conociendo la importancia del rol de los padres en la escuela, los padres deben ser informados del progreso de sus hijos en el salón de clases. Una buena comunicación entre padres y maestros hace la diferencia. Si los padres sienten que ellos son un importante recurso para la escuela, entonces podrían ayudar a los niños como tutores y, así, crear un ambiente positivo entre el hogar y la escuela.

De manera de informar a los padres de la importancia del aprovechamiento académico de sus hijos en la escuela, este trabajo escrito tratará de explicar y dar sugerencias en la observación del progreso académico de los estudiantes. Van a ser cubiertos diferentes tópicos y serán dadas muchas definiciones que ayudarán a los padres a entender el proceso de evaluación de los estudiantes en el salón de clases. Entre los tópicos a discutir se incluirán los siguientes: el informe de progreso académico, envolvimiento de los padres en el programa de evaluación, y recomendaciones para padres y maestros en el mejoramiento del progreso académico de los estudiantes. Se espera a través de esta revisión de literatura, que los padres puedan obtener la información necesaria de los procesos llevados a cabo al diagnosticar los estudiantes dentro del salón de clases, las expectaciones de los maestros y el rol de los padres en el aprovechamiento escolar.

Definición de términos

Progreso académico

De acuerdo al Diccionario de Educación (1973), progreso académico es el proceso hecho por un estudiante en la realización de los objetivos escolares de las diferentes asignaturas; y es medido por varios exámenes, notas dadas por el maestro y juicios del maestro.

Expediente del estudiante

Cualquier colección sistemática de datos concernientes al estudiante; podría tratarse de la condición física, mental, social del estudiante; actitudes morales, habilidades o capacidades, y con su ambiente, ya sea el hogar, fuera del hogar o la escuela; podría ser usado por maestros, principales, superintendentes, trabajadores sociales, maestros visitantes, oficiales de salud y otros (Diccionario de Educación, 1973).

Estudiante de bajo aprovechamiento

Los estudiantes con bajo aprovechamiento podrían ser etiquetados o llamados "impedidos en el aprendizaje", "impedidos en lectura", "remediados", o "enajenados". Quizás un síndrome de anti-aprovechamiento empieza caracterizado por asignaciones incompletas, libros perdidos, tareas extraviadas y cualquier aislación extrema o sobreactividad social (Black, 1974).

Zeeman (1982), describe la experiencia escolar para estos estudiantes como sigue: "En la interacción con el ambiente escolar, el estudiante tiende a sentirse impotente, no recibe suficiente apoyo por parte del maestro, y no alcanza recompensas de un sistema que está basado primordialmente en el aprovechamiento académico."

Componente de padre-maestro

De acuerdo a Título VII, el componente de padre-maestro fue comprometido dentro de la estructura de una filosofía, que bien informada, activa la participación de los padres, que es el factor clave en éxito académico de sus niños (Gomez, Guerra & Johns, 1987).

Entendiendo los procesos escolares en relación al aprovechamiento del estudiante

Expedientes escolares de los estudiantes
¿Qué necesitan saber los padres?

En 1975, la Acta de Previsión de Educación General (generalmente conocida como Enmienda Buckly) legisló el derecho de los padres, a través de toda la nación, a tener acceso a los expedientes de sus hijos. Estudiantes sobre los 18 años de edad tienen derecho a ver su propio expediente.

De acuerdo a Boehm (1982), los padres deberían conocer los hechos relacionados al progreso escolar de sus hijos, incluyendo sus puntuaciones o notas en los exámenes. Es responsabilidad de los educadores a darle interpretaciones significativas a los informes y registros escolares. Si los resultados de los exámenes/pruebas ayudan a los maestros a tomar juicios sobre los estudiantes, éstos también pueden ayudar a los padres a tomar juicios objetivos sobre su propio hijo o hija.

¿Qué contienen los expedientes escolares?

Los expedientes escolares generalmente contienen información sobre el niño en las siguientes categorías:

1. Información sobre antecedentes familiares del niño.
   Dicha información es recopilada para ayudar a la escuela a tener contacto con la familia del niño en caso de emergencia, así como también podría ser importante cuando se está planificando el programa escolar del niño. Típicamente, la información se recopila cuando el niño se matricula por primera vez en la escuela. Esta incluye:
   a. nombre del padre/madre/tutor
   b. dirección
   c. teléfono
   d. lugar de nacimiento
   e. número de hermanos
   f. idioma hablado en el hogar

2. Información sobre el niño.
   Esta información es recopilada incluyendo un historial acerca de la salud del niño y sus antecedentes del idioma, relevantes en la planificación de un programa escolar para el niño. Algunas escuelas mantienen por separado los expedientes de salud para los niños. En esta sección usualmente se recopila:
   a. sexo del estudiante
   b. fecha de nacimiento
   c. cambios de esquela
   d. días ausente

3. Informe anual del niño.
   En esta sección, el expediente académico del niño es recopilado año por año, así como un informe de asistencia. Este informe encluye:
   a. los reportes de nota para cada asignatura

b. comentarios de los maestros

Los expedientes escolares mantenidos por el sicólogo escolar, trabajador social o médico escolar no están abiertos para inspección de los padres. Los expedientes mantenidos por las escuelas son importantes para: la planificación de la instrucción, para llevar registro del progreso del alumno, para guía y consejería para entrenamientos especializados, selección de colegios o empleos, y la evaluación de programas instruccionales en la escuela.

En adición a los expedientes acumulativos que se mantienen en la oficina escolar, el maestro del salón de clases, a menudo, mantiene un cartapacio para cada estudiante, el cual contiene información detallada acerca del funcionamiento en cada área de las pruebas estandarizadas de aprovechamiento, junto con ejemplos de trabajo e importantes observaciones del niño. Esta información puede ser compartida en las reuniones y conferencias de padres maestros.

Informes de progreso académico

El uso de las tradicionales notas por letras (A, B, C, D, F) para reportar el progreso del alumno (Gronlund, 1976), ha persistido en las escuelas hace más de cincuenta años, a pesar de los frecuentes esfuerzos por reemplazarlos con un sistema o informe más signficativo. Su uso contínuo parecería indicar que éstos estan sirviendo para alguna funcion útil a nivel escolar - administrativo. De este modo, en vez de intentar reemplazar las notas en letras o números, parecería más sensible dirigir los esfuerzos hacia el mejoramiento del sistema de notas en letras, suplementándolo con más detalles e informes significativos del progreso en el aprendizaje del niño (Gronlund, 1976).

Informando a alumnos y padres

La mayor razón para informar a alumnos y a padres es facilitar el aprendizaje y desarrollo de los alumnos. De acuerdo a Gronlund (1976), los informes deberían: 1) clarificar los objetivos del programa escolar; 2) indicar las fortalezas y debilidades en el aprendizaje; 3) promover grandemente el entendimiento del desarrollo personal-social del alumno, y 4) contribuir a la motivación del alumno.

Los informes a padres deberían informarles los objetivos de la escuela y el progreso de sus hijos hacia esos objetivos. Conociendo lo que la escuela intenta hacer, los padres están mejor preparados para cooperar con el personal escolar promoviendo el desarrollo de sus niños. En adición, la información acerca de los exitos, fracasos y problemas que sus hijos experimentan en la escuela, capacitan a los padres para dar el apoyo emocional que éstos necesitan. Para servir a este propósito, el sistema de reportes/informes debería contener la información necesaria de manera que los padres la puedan comprender y usar.

Uso de los informes por maestros y orientadores

La creciente información provista por los informes de progreso es especialmente útil para maestros cuando ellos están planificando la instrucción, diagnosticando dificultades de aprendizaje y contendiendo con problemas especiales de desarrollo personal-social. Los orientadores usan los informes, junto con otra información, para ayudar a los estudiantes a aumentar su auto-entendimiento y crear una educación y planes vocacionales más realistas.

Uso de los informes por la administración

Las notas y los informes de progreso sirven para muchas funciones administrativas. Estos son usados para determinar promoción y graduación, premiación de honores, determinar elegibilidad atlética y para informar a otras escuelas y posibles patrones.

Tipos de notas y sistemas de informe

1. Sistema tradicional de notas

El método tradicional de reportar el progreso del estudiante, que se mantiene ampliamente usado hoy día, consiste en la asignación de una nota en letras (A, B, C, D, F) o un simple número (5, 4, 3, 2, 1) para representar el aprovechamiento del estudiante en cada asignatura.

Limitaciones:

a. El significado de tales notas es a menudo poco claro debido a que estas son un conglomerado de diversos factores de aprovechamiento, esfuerzo y buena conducta.

b. Aún donde es solo posible limitar las notas de aprovechamiento, la interpretación es difícil. Una nota de "C" podría significar trabajo promedio en todas las áreas, o buen funcionamiento en algunas áreas y bajo funcionamiento en otras.

Numerosos intentos (Gronlund, 1976), han sido hechos para mejorar el sistema tradicional de notas, cambiando los números y el signficado de los símbolos usados. Un típico informe de este tipo usa letras tales como H (Honor), S (Satisifactoria), y U (Unsatisfactory - insatisfactorio), o simplemente S y U (I en español). Estas variaciones han sido generalmente insatisfactorias porque aún proveen menos información concerniente al progreso en el aprendizaje del estudiante.

2. Sistema de pasar - fracasar

Usado típicamente en escuelas elementales superiores y colegios, este sistema es ofrecido como una opción al sistema tradicional de notas (A, B, C, D, F) en un número limitado de cursos. Bajo este sistema de pasar o fracasar, a los estudiantes se les permite tomar algunos cursos, usualmente electivos. Este sistema motiva a los estudiantes a explorar nuevas áreas de estudio sin temor a bajar su promedio académico.

Limitaciones:

a. Provee aún menos información que el sistema tradicional.

b. Bajo este sistema, con uno o dos cursos de opción pasar-fracasar, es difícil resistir la tentación de dedicarle tiempo de estudio de estos cursos a otros cursos en los cuales son asignados las notas tradicionales.

3. Lista para marcar objetivos

Para proveer unos informes de progreso más informativos, algunas escuelas han reemplazado o suplementado el sistema tradicional de notas con una lista que describe comportamientos a ser marcados. Gronlund (1976), ilustra la naturaleza de estos reportes con los siguientes ejemplos:

Lectura

1. Lee con entendimiento.
2. Lee bien a otros.
3. Desarrolla significados y usa palabras nuevas.

Aritmética

1. Usa procesos fundamentales.
2. Resuelve problemas que envuelven razonamiento.
3. Trabaja en forma correcta.
4. Trabaja a un paso satisfactorio.

El uso de un listado de objetivos como informe tiene una ventaja obvia ya que provee un detallado análisis de las fortalezas y debilidades del estudiante.

Limitaciones:

a. Las mayores dificultades encontradas con tales informes están en mantener un listado de afirmaciones a las que se le dan números por el trabajo realizado y la condición de estos es muy simple y de términos concisos que están listos para su entendimiento por todos los usuarios de los informes.

4. Conferencias entre padres y maestros.

De acuerdo a Gronlund (1976), este método de informe ha sido ampliamente usado en la escuela elemental, donde su mayor uso es en grados primarios. La mayor ventaja de las conferencias entre padres y maestros se deriva del hecho de que provee una vía de comunicación bidireccional entre el hogar y la escuela. Estas conferencias permiten a los maestros y padres formular preguntas que conciernan a ambos en beneficio del estudiante, y juntos preparar un plan para el mejoramiento del aprendizaje y desarrollo del alumno. Limitaciones:

a. Requiere una excesiva cantidad de tiempo y destreza.
b. No provee un registro sistemático del progreso del estudiante.
c. A algunos padres no le agrada ir a estas conferencias, mientras otros no están posibilitados a ir por razones de trabajo, enfermedad u otros motivos.

3. Cartas a los padres

Para proveer gran flexibilidad al informe de progreso del estudiante a los padres, algunas escuelas han optado por usar cartas informales. Esto hace posible el informe de fortalezas, debilidades y necesidades de aprendizaje de cada estudiante, y sugerir planes especificos para su mejoramiento. En adición, el informe puede incluir más detalles que son necesarios para hacer claro el progreso del estudiante en todas las áreas de desarrollo.

Limitaciones:

a. Se necesita una excesiva cantidad de tiempo y destreza para poder escribir un informe comprensible y bien pensado.
b. Las descripciones de las debilidades en el aprendizaje del estudiante son malinterpretadas fácilmente por los padres.
c. Las cartas fallan al proveer un registro sistemático y acumulativo del progreso del estudiante con respecto a los objetivos de la escuela.

Múltiples notas y sistemas de informe

El típico sistema de múltiples notas mantiene el uso de notas tradicionales (notas por letras o números) y se suplementa con un listado de objetivos. En algunos casos, dos notas son asignadas a cada asignatura: una para el aprovechamiento y la otra por el esfuerzo, mejoramiento y crecimiento en términos de potencial.

Conclusión

Como ha sido demostrado en esta sección, los informes de notas juegan un papel importante en el progreso académico del estudiante. Se espera que la información ofrecida pueda ayudar a los padres a entender las diferentes formas en que sus hijos pueden ser evaluados dentro del salón de clases. Como un consejo para los padres, es importante que ustedes conozcan el sistemo utilizado por el distrito escolar para darle notas a sus hijos, de manera de que juzguen sabiamente el informe recibido enviado por la escuela.

Finalmente, se ofrece una descripción del significado u objetivos de las notas por letras, de manera de definir unos sistemas de criterio de referencia.

A = Sobresaliente. El estudiante tiene dominio de todos los objetivos instruccionales, mayores y menores del curso.

B = Muy bueno. El estudiante tiene dominio de todos los mayores objetivos instruccionales y muchos de los menores.

C = Satisfactorio. El estudiante tiene dominio de todos los mayores objetivos instruccionales pero muy pocos de los menores.

D = Bien débil. El estudiante tiene dominio de pocos objetivos instruccionales mayores y menores del curso. Carece de las mínimas necesidades esenciales para pasar al próximo nivel de instrucción. Algún trabajo remediativo sería deseable.

E = Insatisfactorio. El estudiante no tiene dominio de ninguno de los mayores objetivos instruccionales del curso. Carece de las mínimas necesidades instruccionales para pasar al próximo nivel instruccional. Se necesita mucho trabajo remediativo.

Envolvimiento de los padres en el programa de evaluación

Hay un vínculo faltante en el programa de evaluación, uno que ha persistido por años, el envolvimiento de padres en el programa de evaluación. Los padres pueden hacer un gran trato al ayudar a sus hijos a prepararse para exámenes, pero aún muchos distritos escolares ignoran este hecho.

Como pasados estudiantes, los padres conocen el disturbio y anxiedad que los exámenes generan (Criscuolo, 1986). Si el distrito escolar pudiera trabajar con los padres antes de que los niños les sean dados los exámenes de aprovechamiento, los estudiantes podrían no solo funcionar mejor, sino, más importante aún, se sentirían más cómodos al tomarlos.

¿Cómo los padres pueden ayudan a sus hijos a preparse para las pruebas? Criscuolo (1986) resume en seis pasos las diferentes formas en las cuales los padres pueden ayudar:

1. Los padres pueden poner a sus hijos a gusto al discutir sus propias experiencias con exámenes. Ellos han tenido que tomar exámenes y/o pruebas y a veces éstos los han hecho ponerse nerviosos. Ellos han estado en el mismo bote. Al compartir este hecho, ellos ayudan a sus niños a desarrollar una actitud positiva hacia tener que coger pruebas.
2. Los maestros, particularmente a nivel secundario, a menudo comentan que cuando anuncian las fechas para pruebas tiende a haber una alta incidencia de ausencias. Siendo así, es crucial que los padres estén al tanto y enterados de los días específicos en que las pruebas serán dadas, de esta manera, ellos se pueden asegurar de que sus hijos vayan a la escuela. Los padres deberían también ser notificados de las fechas para

los exámenes de reposición, de esta forma si el estudiante estuvo enfermo o tuvo otras razones legítimas para faltar a la escuela cuando los exámenes fueron dados, los padres estarán seguros que el tiempo ha sido bien distribuído para reponer estos exámenes.

3. Los padres deberían enfatizar la importancia de escuchar a la maestra(o) así también como las direcciones que son dadas y seguirlas cuidadosamente.
4. Los padres pueden hacer que la noche antes del examen, su hijo(a) se vaya a la cama temprano, y en la mañana del examen, coman un desayuno fuerte.
5. Cuando estén listos los resultados del examen, los padres pueden reunirse con los maestros para discutir los resultados. Los maestros ofrecerán sugerencias en las formas de asignaciones o tareas para el hogar, al igual que técnicas y materiales específicos a usar.
6. Los maestros y administradores deben trabajar con los padres en sus distritos para asegurar una preparación adecuada para poder tomar las pruebas. Esto es importante porque entonces los padres estarán seguros que sus hijos funcionaron a su máximo nivel. El tiempo dedicado con los padres en el programa de evaluación está lleno de valiosos esfuerzos.

Aprovechamiento del estudiante y ausentismo

El ausentismo de un 15% está considerado ser un problema crucial (Brodbelt, 1985), particularmente entre poblaciones escolares en el interior de la ciudad, donde el resultado final es un alto nivel (50%) de desertores (bajas). El problema de ausentismo afecta directamente la cantidad de aprendizaje, tanto a nivel elemental como secundario.

Los padres deben estar conscientes que el estudiante individual es el perdedor real cuando él o ella se ausenta consistentemente. Brodbelt (1985) reporta que un estudiante típico dedica 12,000 horas en la escuela. Pero el típico estudiante con un alto ausentismo no está en la escuela el 25% del tiempo, y esas 3,000 horas de ausencia significan una brecha en el trabajo escolar examinando papeles, un tiempo potencial comprometido en tareas, así como tambien pérdida de tiempo en interacciones inefectivas entre estudiante - maestro.

Porwell (1977) investigó el ausentismo de los estudiantes y halló tres categorías o razones para clasificar el ausentismo. La primera incluye factores dentro de la escuela, tales como actitudes de los maestros, disciplina y relaciones interpersonales. La segunda categoría incluye factores personales y familiares, tales como enfermedad, accidentes, auto-imagen, impedimentos, problemas de aprendizaje, dinero y vacaciones. La tercera consiste de factores generales del ambiente, tales como transportación, tiempo (atmosférico) y eventos comunales.

Los padres podrían saber que la asistencia hace una diferencia significativa en asignaturas específicas. Por ejemplo, las destrezas de lectura proveen el fundamento o base para todas las asignaturas académicas y es crucial para el éxito escolar. El estudiante que comienza a faltar a la escuela en el kindergarten y el primer grado está propenso a continuar ese patrón, y con pobres destrezas de lectura es probable fracasar a lo largo en muchas asignaturas. La pobre asistencia en este sentido conduce al fracaso.

Para aprender, el estudiante debe estar presente, y muchos sistemas escolares reconocen la relación integral entre la presencia física de los estudiantes y el aprendizaje. Cualquier solución al problema de ausentismo (Brodbelt, 1985) debe tomar en cuenta al estudiante, el padre, el principal, el maestro y otro personal escolar. El diagnóstico inicial debería examinar los factores que contribuyen al ausentismo, incluyendo enfermedades y accidentes legítimos y verificados, muertes en la familia, fobia a la escuela, vagancia, festividades religiosas, vacaciones, necesidad económica, fracaso y temor de violencia escolar.

La segunda fase reportada por Brodbelt (1985) es desarrollar procedimientos apropiados para controlar la asistencia. Un primer paso podría ser envolver a los padres en el programa. Un boletín informativo escolar enviado a los padres podía ayudar haciéndolos conscientes de la importancia de que sus niños estén en la escuela, así como también informarlos de las consecuencias específicas de la no-asistencia. Generalmente, un padre conscientizado se puede hacer envolver ayudando al niño a asistir a la escuela, si alguien le habla al padre.

Brodbelt (1985), reportó que la última fase de cualquier programa para mantener los estudiantes en la escuela debe dirigirse hacia las actitudes de los estudiantes.

- Certificados de reconocimiento por asistencia podrían ser refuerzos positivos.
- Un boletín informativo asociado con informes enviado periódicamente a los padres, enumerando ausencias específicas y las veces que tuvo tardanzas; estas sugerencias han sido encontradas ser valiosas.
- Información de carreras (profesionales) a través de entrevistas a empleados ayuda a crear conciencia de los requisitos de asistencia en los trabajos.
- Premiaciones especiales por asistencia los viernes y competencia entre clases por la mejor asistencia semanalmente, ayudan a recompensar los estudiantes por asistencia.

En conclusión, tal como ha sido presentado, fomentar la presencia del estudiante es el primer paso en cualquier modelo para el aprendizaje, y debe ser seguido por un programa escolar efectivo. Finalmente, la solución al problema de ausentismo debe dirigirse hacia estos factores - la naturaleza de los estudiantes, el rol de los padres, la calidad de los maestros y el principal, actitudes y liderazgo.

Aumentando el aprovechamiento del estudiante

Rol del padre

La educación no está confinada a un salón de clases, y tampoco es responsabilidad exclusiva de un maestro. El rol del padre como maestro es tan importante en el proceso de aprendizaje como el rol del maestro del salón de clases. El aprendizaje es contínuo, no se detiene al salir el niño de la escuela. Los padres están en la mejor posición para influir y enseñar en sus niños.

Ben y Smith (1987) dicen que los padres están envueltos en el proceso de la educación, los padres están deseosos de ser parte del sistema escolar; ellos ganan un sentido de control y responsabilidad de sus necesidades como padres y las necesidades de sus niños como estudiantes. Los padres envueltos y activos muestran un sentido fuerte de responsabilidad por el éxito o fracaso de sus hijos en el sistema educativo. Ellos se vuelven más capacitados acerca de ser informados y al tomar o hacer sabias decisiones acerca de la educación futura de sus hijos.

La comunidad también se beneficia del envolvimiento de padres en los programas. Los niños de padres envueltos tienden a quedarse más tiempo en la escuela, aprenden más mientras están en ella, y planean por una educación adicional cuando dejen la escuela.

Influencia del hogar

Cahoon, Price y Scoresby (1979), señalan que la búsqueda por un programa que provea una estrecha relación de aprendizaje nos dirige a lo más importante y profundo de las escuelas: el hogar. En el hogar, un niño tiene el potencial de una asociación envuelta día a día con adultos y con otros niños. En el hogar, un niño puede aprender al menos un principio mayor: cómo asociarse con sus compañeros iguales. Y si los padres pueden enseñar tal complicado principio, es también posible para los padres enseñar cosas que mejorarán el desarrollo mental e intelectual del niño, aumentar su madurez emocional y estimular su creatividad. Muchos padres creen que ellos no pueden enseñar porque ellos no saben cómo enseñar o no tienen suficiente tiempo. Usted se sorprendería aprender que sabe bastante y que tiene los recursos correctos y necesarios en su hogar y que con un poco de entrenamiento usted puede ser un maestro bien exitoso. Los padres no pueden evitar enseñar: los niños aprenderán más efectivamente de personas que ellos creen que son los mejores maestros y estas personas son sus padres. Del momento en que usted quiera ser el mejor maestro para sus hijos, hay tres razones del por qué es importante que usted se vuelva más envuelto activamente con ellos.

1. Enseñar efectivamente a los niños pequeños en el hogar aumentará su disponibilidad para aprender y mejorará sus oportunidades de tener éxito en un salón de clases.
2. Usted como padre puede brindarle a los niños la oportunidad de estar en contacto con algunas de las brillantes y maravillosas cosas en el mundo.
3. A través de la enseñanza una estrecha y perdurable relación puede ser establecida.

Hablándole a un infante o dándole una gran cantidad de contacto físico lo ayudará a aprender cosas que el infante, que es a hablar muy poco o que recibe poco contacto físico, no aprenderá. Todo lo que usted haga en presencia de su ciencia tiene el efecto de enseñar, y dependiendo de lo que usted haga, los principios pueden ser buenos o malos.

Ser un padre-maestro exitoso requiere un conocimiento de cómo enseñar, qué enseñar, y métodos para motivar sus niños a aprender. Es importante que un padre enseñe; los niños aprenden mucho de los padres; y si no hay nada más, ellos adquirirán una actitud positiva hacia el aprendizaje si los padres dedican el tiempo aprendiendo a cómo enseñar.

Influencia de los padres

De acuerdo a Cahoon, Price y Scoresby (1979), describir la influencia de un padre en el hogar no debería ser tomada como una indicación de que las madres son menos importante, las madres son igualmente importantes, pero los padres hacen algunas cosas diferentes a la forma en que lo hacen las madres. Por ejemplo, las siguientes son algunas actividades que deberían ser iniciadas por el padre o la madre en pro de estimular al niño en diferentes formas:

1. Las actividades a ser iniciadas por el padre son:
   a. Solicitar un periodo de tiempo de por lo menos treinta minutos para hablar a su esposa acerca de los niños. Pregúntele a su esposa su punto de vista acerca de cada niño y pregúntele que discutan sus problemas y fortalezas. Comparta sus opiniones acerca de qué necesitan hacer ambos por y con cada niño.
   b. Reúna juntos a los miembros de la familia por espacio de treinta minutos para tener una reunión familiar. Utilize la información recogida de la conferencia con su esposa, presente un problema para que la familia lo resuelva. Evite interrupciones, resuma las opiniones del grupo antes de dar su recomendación para la solución del problema. Implemente un programa para resolver el problema juntos.
   c. Muchos proyectos, actividades o problemas requieren que las familias tomen decisiones. Tomar una decisión efectiva, dirigida por el padre, es vital para una efectiva protección paterna. Algunos principios importantes están envueltos.
      - Cada persona necesita expresar su opinión, cada punto de vista debería ser seguido ocasionalmente.
      - Las decisiones familiares se tomarán usualmente a la larga en vez de las individuales.
      - Cada persona necesita saber qué significa una decisión para él individualmente.

2. Las actividades a ser iniciadas por la madre son:
   a. Hacer una lista de las diez cosas que son importantes para usted en su vida; entonces escriba debajo por qué son importantes para usted.
   b. Haga una lista de qué podría hacer usted la semana próxima si usted pudiera hacer lo que fuera. No preste ninguna atención a cuánto podría costar o si tiene suficiente o cualquier otro obstáculo.
   c. Haga una lista de las cosas que le levantan el espíritu. Haga un plan de cómo usted puede experimentar uno de estos eventos inspiradores cada día.
   d. Haga una lista de tres cosas que usted realmente quiere que sus niños lleven a cabo el próximo año.
   e. Realize las actividades enumeradas bajo la lista de qué los padres pueden hacer.

De acuerdo con Grant (1980), mucha información con relación a cómo mejorar las relaciones entre hogar - escuela provino de cuando los padres se les preguntó. ¿Qué cinco cualidades podrían decir son las más importantes en un maestro?

A. Cinco razgos más importantes
   - Paciencia
   - Sentido del humor
   - Entendimiento y genuino amor hacia los niños
   - Serenidad y benevolencia
   - Destrezas de enseñanza, conocimiento y entrenamiento

B. Cinco cualidades para padres
   - Justicia
   - Firmeza
   - Paciencia

- Regocijo
- Habilidad para cooperar

Estrategias que los padres pueden usar al enseñar a sus niños en el hogar

El Ministerio de Estado de Michigan (1987), señala en su estudio de deserción hispana, que fomentar el envolvimiento de los padres es el factor de mayor influencia en el aprovechamiento de los estudiantes.

Los padres pueden aumentar este aprovechamiento si ellos usan las siguientes recomendaciones:

1. Pre-actividad - explicar qué usted va a hacer.
2. Antes de empezar, dele tiempo al aprendiz para familiarizarse con los materiales.
3. Formule preguntas que tengan más de una contestación.
4. Formule preguntas que requieran contestaciones con múltiples palabras.
5. Motive al aprendiz a extender sus respuestas.
6. Motive al aprendiz a formular preguntas.
7. Dele tiempo para pensar.
8. Consiga que el aprendiz haga juicios basados en evidencia (vs. suponer)
9. Elogie el aprendiz cuando haga algo bien o tome pequeños pasos.
10. Deje que el aprendiz sepa si una respuesta está incorrecta haciéndolo de una manera positiva/neutral.

Expectaciones de los maestros

¿Qué puede hacer el maestro para ayudar a los estudiantes con bajo aprovechamiento?

1. Pegue un itinerario mensual de actividades asignadas y las fechas en que vencen. Para algunos estudiantes un recordatorio mensual quizás sea necesario.
2. Conozca individualmente los proyectos que le son asignados a los estudiantes con bajo aprovechamiento. Use este tiempo para ayudarlos a identificar los tópicos de interés y a estimar la cantidad de tiempo requerido.
3. Pregunte por el "status" o condición de los informes periódicos. Incluya una hoja de instrucciones que enumere las actividades a ser completadas, de manera que el estudiante pueda marcar las tareas que tienen que ser completadas.
4. Particiones o paredes divisorias pueden ser usadas para remover parcialmente a los estudiantes de estímulos que los distraigan cuando él/ella estén trabajando independientemente.
5. Si la tarea asignada es muy compleja o difícil, el maestro podría necesitar reestructurarla, en orden a limitar el número de cosas que los estudiantes deben manejar.
6. El maestro debería asegurarse que las direcciones son claras y concisas y que el estudiante está atendiendo y entendiendo.
7. Provea "feedback" o retroalimentación consistente y honesta. Deje que los estudiantes sepan que el maestro está constantemente alerta de la presencia y funcionamiento de cada persona en el salón de clases.
8. Los informes de progreso deberían ser enviados a los padres cada pocas semanas. Estos informes deberían reconocer el progreso del estudiante, no la

carencia de éste. Estos informes deben anotar específicamente el progreso del estudiante tanto en el área académica como en el de conducta.

Conclusiones y Recomendaciones

A través de esta revisión de literatura, los tópicos presentados han resumido en detalle los aspectos importantes en el aprovechamiento académico del estudiante. Los aspectos discutidos fueron dirigidos a los padres en orden a informarlos sobre los asuntos que ellos podrían saber en relación a los procedimientos llevados a cabo por la escuela en relación a los "records" de los estudiantes, informes académicos de los estudiantes y evaluación.

Otra información válida fue recopilada para demostrar la importancia del rol de los padres en el ambiente escolar. Por ejemplo, el problema de ausentismo en las escuelas y el rol de los padres como maestros. Ambos temas demostraron la importancia de la ayuda de los padres para llevar a cabo las metas de los estudiantes. No hay duda que un distrito escolar con un personal de envolvimiento de padres bien organizado llenará la abertura que existe actualmente en muchos distritos escolares.

La carencia de comunicación entre la escuela y los padres no producirá los productos esperados en los estudiantes al final del año escolar. Por esto, es importante que las escuelas provean actividades y talleres en los cuales los padres se informen del progreso académico de sus niños al envolverlos a ellos en el proceso de rehabilitación del progreso académico de los estudiantes.

Si usted está interesado en adquirir más información acerca de los diferentes modelos de programas de envolvimiento de padres, a continuación tenemos algunos de ellos.

Programa P.I.A.G.E.T. (Promoting Intellectual Adaptation Given Experimiental Transforming)

Este es un programa pre-escolar apoyado por Fondos Federales y el distrito escolar público. El modelo P.I.A.G.E.T. es para niños pre-escolares de cinco años de edad que no dominan el idioma inglés. Este programa le provee a estos niños con una oportunidad para el desarrollo cognitivo-social con experiencias en el idioma inglés. Este programa se enfatiza en una intervención bilingüe y envuelve los padres en el planeo de programas de padres/escuela conducido en sus hogares mientras sus niños están asistiendo a la escuela.

Proyecto P.A.L.S. (Preschool Affects Language Success)

La escuela de la comunidad de Riverton sirve aproximadamente 325 estudiantes (Kindergarten hasta quinto grado), tiene cinco programas de servicios especiales y un centro privado de cuidado diurno localizado en un sección residencial de clase media a baja, de Portland, Maine. Fue construído en 1979 para proveer flexibilidad máxima para programas instruccionales, y contiene seis "capullos" instruccionales, los cuales rodean al centro de la biblioteca, un gimnasio grande, y seis piscinas olímpicas. Estos programas unen las comunidades camboyana, vietnamesa y china. El Comité de Orientación de Padres (PAC - Parents Advising Committee) envuelve a los padres en la actividad de educar a sus niños.

Proyecto E.A.S.E. (Early Access Through School Experiences) Bilingual/ESL Program Preschoolers

La meta del proyecto consiste en una estrategia de temprana intervención, diseñada para preparar mejor los niños LEP para entrar dentro del sistema escolar al nivel de Kindergarten. Hay tres clases en los programas Bilingües y de Inglés como Segundo Idioma, las cuales exponen e instruyen a los estudiantes en experiencias de "tipo escolar" necesarias para un temprano éxito escolar y un positivo aprovechamiento escolar en el futuro. En tal programa pre-escolar (E.A.S.E.) la transición del estudiante asegura una actitud académica positiva y unas experiencias sociales en el ingreso al sistema escolar a nivel del Kindergarten.

Para mejorar individualmente programas apropiados para niños pre-escolares con familias y çomunicarse regularmente con los padres de los niños, el Proyecto E.A.S.E. se basa en lo siguiente:

A. Los padres tienen el derecho y la responsabilidad de compartir las decisiones que se realizen con relación al cuidado y educación de sus niños. Los padres deberían ser motivados a observar y participar. Los maestros son responsables de establecer y mantener contacto frecuente con los familiares del niño.

B. Los maestros comparten el conocimiento acerca del desarrollo del niño, intuiciones y recursos como parte de la comunicación regular y las conferencias con los miembros de la familia.

C. Maestros, padres, agencias, programas y consultores, quienes podrían tener responsabilidad educativa para el niño en diferentes tiempos, deberían compartir, con la participación de la familia, la información de desarrollo acerca de los niños a medida que ellos pasan de un nivel o programa a otro.

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NATURE AND PURPOSE OF BILINGUAL EDUCATION

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NTRODUCTION — A theoretical rationale for Bilingual Education

The image of bilingualism as negative force in children's development was especially common in the early part of this century when most teachers of minority anguage children saw bilingualism almost as a disease which not only caused confusion in children's thinking but also prevented children from becoming "good Americans." Therefore, they felt that a precondition for teaching children the school language was the eradication of their bilingualism. Thus, children were often punished for speaking their L1 in school and were made to feel ashamed of their own language and cultural background. It is not suprising that research studies conducted during this period often found that bilingual children did poorly at school and that many experienced emotional conflicts. Children were made to feel that it was necessary to reject the home culture in order to belong to the majority culture and often ended up unable to identify fully with either cultural group (Calderon & Cummins, 1981).

According to Calderon (1981) parents of minority language children often try to use English in communicating with their children in their because they feel that the use of their mother tongue (L1) may confuse children and reduce their chances for academic success. This fear of bilingualism is sometimes reinforced by teachers who advise parents to use English as much as possible in the home in order to help their children to become fully proficient in that language. Similarly, some teachers and administrators have expressed misgivings about bilingual education programs on the ground that if minority children are deficient in English, then they need instruction in English, no in their L1. These teachers often tend to see L1 instruction as undermining their efforts to teach children English.

These beliefs about the negative effects of using L1 in the home and school are based on misconceptions regarding the central role of language in children's educational development and the specific ways in which bilingualism affects this development. Recent research findings for many parts of the world show clearly that maintaining and developing L1 through using it as a medium of instruction of the major part of the school day has no negative effects of the development of L2 and in many cases has very positive effects both on the development of L2 and on the other academic skills (Calderon & Cummins, 1981). Before considering some of this research, it is worth examining how the misconceptions about bilingualism and mother tongue maintenance arose.

I. What is Bilingual Education?

According to the Pennsylvania Department of Education (1986), Bilingual Education is that method of instruction in which students learn content in the native language until such time as they become fluent in English.

a. Purpose of Bilingual Education

According to the Law 98-511 the purpose of Bilingual Education is to establish equal educational opportunity for all children and to promote educational excellence.

1. To encourage the establishment and operation, (where appropriate) of educational programs using bilingual educational practices, techniques, and methods.
2. To encourage the establishment of special alternative instructional programs for students of limited English proficiency in school districts where the establishment of bilingual education programs is not practicable or for other appropriate reasons.
3. To include programs in elementary and secondary schools as well as related preschool and adult programs which

are designed to meet the educational needs of individuals of limited English proficiency.

4. To design programs that enable students to achieve full competence in English.

II. Definition of terms

a. English as a second language (ESL) - Can be defined as a situation in which the non-native speakers spend a vast majority of their time communicating in English. ESL is that method of instruction in which LEP students are placed in the mainstream curriculum and also receive one or more periods of ESL a day beginning with oral/aural skills at the basic level, introducing reading/writing skills at the intermediate level and emphasizing all the skills necessary (Pennsylvania Department of Education, 1986).

b. Limited English Proficient (LEP) students - This is a student who does not have domain in the English language or low control over the use of language in the expressive and receptive skills (phonology, syntax, vocabulary).

III. Benefits of Bilingual Education

According to Title VII, Public Law 98-511 (1984) some benefits of the Bilingual Education programs are:

1. Provides compensatory education for children whose native language is not English.
2. The Federal government provides financial assistance for the Bilingual Education programs.
3. Provides education for bilingual preschool, special education and gifted children.
4. Provides English literacy programs for limited English proficiency members of limited English proficient students.

5. Provides special programs designed to help the limited English proficient (LEP) students achieve competency in English. Such programs are:

a. Transitional Bilingual Education Programs - This program is designed for LEP children, and combines structured English language instruction with a native language component. This program also incorporates the students' cultural heritage into the curriculum.

The program must be designed to allow students to meet grade promotion and graduation requirements, and classes may include up to 40 percent non-LEP students. Children in these programs shall be placed, to the extent possible, in classes with others of the same age and grade level. When this is not feasible, the program must ensure that all students are provided with instruction that is appropriate to the level of school attainment. LEP students should attend mainstream classes for subjects as art, music, and physical education.

b. Developmental Bilingual Education Programs - Full time instructional programs of English and second language instruction designed to help children achieve competence in English and a second language. Classes shall, where possible, include approximately equal numbers of native speakers and those LEP students whose native language is the second language of instruction and study.

c. Special Alternative Instructional Programs - Are specially designed programs in which native language instruction need not be used. The curriculum is comprised of English language instruction services intended to facilitate the achievement of English competency. In awarding grants for these programs, priority will be given to applicants who include information on: (1) the difficulty of conducting a bilingual education program in their districts because of the presence of only small numbers of LEP students with a common native language; (2) the lack of qualified personnel; and (3) the district's past or current experience in attempting to establish a bilingual education program.

d. Academic Excellence Programs - Are programs of transitional bilingual education, developmental bilingual education, or special alternative instruction that have an established record of providing effective, academically excellent instruction for limited English proficient (LEP) students. These programs must be designed to serve as models of exemplary bilingual education programs and to disseminate information on effective bilingual education practices.

e. Family English Literacy Programs - Are designed to help adults and out-of-school youth achieve English language competency. Preference for inclusion in the instructional program will be given to the immediate families of LEP students in programs under the Law. The program curriculum will include instruction on how parents and family members can assist LEP children with educational achievement. The language of instruction may be English and the native language.

f. Immersion Approach - Is an instructional program that exposes the students to only one language in the learning settings. Bilingual immersion programs use the second language as a medium and as an object of instruction; teachers use the second language of the child to present the content material in a standard school curriculum. Immersion programs give instruction only in English. An immersion classroom is composed of only limited English proficient students. The United States immersion programs do not include a native-language component, other countries such as Canada, do so include a native language component (Hakuta, and Gould, 1987).

g. Maintenance Approach - According to the Pennsylvania Department of Education, is a structured sequencial educational program in two languages throughout the school experience of the students. A maintenance bilingual program may serve both non-English dominant and English dominant students or only non-English dominant students. Maintenance program presents both languages at the same time (English and Spanish) in the learning settings. The content of the curriculum is in English.

A. Students needs:

1. Second language acquisition. The term acquisition means learning language without the benefit of the teacher, and the term learning means learning with the teacher. This language learning/teaching process is what current methodologies attempt to deal with. The trend is toward activities and language that are student generated (acquisition) rather than teacher directed, planned, and imposed (learning). Or stated in other terms, "learning" happens through focus on grammar, "acquisition" through a focus on function.

2. According to the Public Law 98-511 of 1984, Sec. 702 one of the needs of children in Bilingual Education is that they are limited English Language.

3. Another need is that they have a cultural background different than those proficient in English. Migrant children from other countries face a lot of problems in school, home, and neighborhood. Parents leave their countries in search of new ways of living for economic reasons. Those children must make a transition by coming to a new country and they find themselves with a new culture and language that is not their own.

B. When do children need Bilingual Education?

Children need Bilingual Education when they come to the mainland from a country that does not speak English and are limited English proficient.

IV. Terms for Bilingual Education

A. How long does a child need Bilingual Education?

According to the Pennsylvania Department of Education (1986) page one, children need Bilingual Education until they become sufficiently fluent in English to function successfully in the mainstream curriculum. Limited English proficient pupils should not be placed in a regular classroom until they can demonstrate success or competency in speaking, reading, and writing English. This can be determined in various ways prior to the actual transition. Children should not be grouped into an age span or greater than three years, nor should siblings be together or serve as peer tutors for another sibling.

V. What can parents do to help the students improve in school while in Bilingual Education?

1. Parents have to recognize that they are a very important part in their children's education, in order to help children improve in Bilingual Education.

2. Parents involvement with school.

3. Meetings with teachers.

4. Parents should be aware of how the child is doing in school, visiting the school when the teacher needs to talk with them.

5. Parents should follow in the home what the teacher is doing in school, following with homework and practicing what they do in school.

6. Parents should motivate children toward school achievement.

7. Parents should get involved with school with their children.

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Naturaleza y propósito de la Educación Bilingüe

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Introducción

La imagen del bilingüismo como fuerza negativa en el desarrollo de los niños fue especialmente común a principios de este siglo, cuando muchos maestros de niños con un idioma minoritario veían el bilingüismo casi como una enfermedad, que no solo causaba confusión en el pensamiento de los niños, sino que también prevenía que los niños se volvieran "buenos americanos".

Por lo tanto, ellos sentían que una precondición para enseñarle a los niños un idioma en la escuela era el eliminar o extirpar su bilingüalismo. De este modo, los niños fueron frecuentemente castigados por hablar su primer idioma en la escuela y llegaron a sentir verguenza por su propio idioma y trasfondo cultural. No es sorprendente que estudios de investigación conducidos durante este periodo frecuentemente encontraran que los niños bilingües tuvieran un pobre aprovechamiento escolar y muchos de ellos experimentaran conflictos emocionales. Los niños se llegaron a sentir tensos, condición necesaria para rechazar la cultura del hogar en orden a aceptar y corresponder la cultura mayoritaria y, a menudo, terminar sintiéndose incapaz de identificarse completamente con cualquiera de los dos grupos culturales (Calderón & Cummins, 1981).

De acuerdo a Calderón (1981), los padres de niños con idiomas minoritarios a menudo tratan de usar el inglés en la comunicación con sus niños debido a que ellos sienten que el uso de su primer idioma podría confundir los niños, y reducir sus oportunidades para el éxito académico. Este miedo al bilingüismo es reforzado algunas veces por los maestros que orientan a los padres a usar el inglés en el hogar tanto como sea posible, en orden a ayudar a sus niños a hacerse proficientes en ese idioma. Similarmente, algunos maestros y administradores tienen sus dudas acerca de los programas de educación bilingüe en el argumento que si los niños minoritarios son deficientes en el inglés, entonces ellos necesitan instrucción en inglés y no en su primer idioma. Estos maestros frecuentemente tienden a ver la instrucción del primer idioma como una destrucción en sus esfuerzos de enseñar a los niños el inglés.

Estas creencias acerca de los efectos negativos de usar un primer idioma en el hogar y en la escuela están basadas en juicios erróneos concernientes al rol central de un idioma en el desarrollo emocional de los niños y las formas específicas en las cuales el bilingüismo afecta su desarrollo. Recientes hallazgos de investigación de muchos partes del mundo muestran claramente que manteniendo y desarrollando el primer idioma, a través del uso de este como medio de instrucción en la mayor parte del día escolar, tiene efectos no-negativos en el desarrollo de un segundo idioma; y en muchos casos tiene efectos positivos, tanto en el desarrollo de un segundo idioma como en otras destrezas académicas (Calderón & Cummins, 1981).

I. ¿Qué es Educacción Bilingüe?

De acuerdo al Departamento de Educación de Pennsylvania (1986), Educación Bilingüe es ese método de instrucción en el cual los estudiantes aprenden el contenido en el idioma nativo hasta tanto ellos hablen el inglés con soltura.

a. Propósito de la Educación Bilingüe

De acuerdo a la ley 98-511 el propósito de la Educación Bilingüe es establecer igualdad de oportunidades educativas para todos los niños y promover excelencia educativa.

1. Fomentar el establecimiento y operación (donde sea apropiado) de programas educacionales usando prácticas, técnicas y métodos educacionales bilingües.
2. Fomentar el establecimiento de programas instruccionales de alternativas especiales para estudiantes de LEP en distritos escolares donde el establecimiento de programas de educación bilingüe no es factible o por otras razones appropiadas.
3. Incluir programas en escuelas elementales y secundarias, así como programas relacionados de educación pre-escolar y de adultos los cuales están diseñados para satisfacer las necesidades educacionales de individuos de LEP.
4. Diseñar programas que capaciten a los estudiantes a alcanzar y conseguir una plena competencia en el inglés.

II. Definición de términos

a. Inglés como un segundo idioma (English as a second language - ESL) - Puede ser definido como una situación en la cual un parlante no-nativo emplee una vasta cantidad de su tiempo comunicándose en inglés. ESL es ese método de instrucción en el cual los estudiantes con LEP son colocados en un currículo de "mainstreaming" y también reciben uno o más periodos de ESL al día; comenzando con destrezas oral/auditivas en el nivel básico, introduciendo destrezas de lectura/escritura en el nivel intermedio, y enfatizando todas las destrezas necesarias (Departamento de Educación de Pennsylvania, 1986).

b. Proficiencia Limitada en el Inglés (Limited English Proficiency - LEP) - Este es un estudiante que no tiene dominio del idioma inglés, o tiene un escaso control del uso del idioma en las destrezas expresivas y receptivas (fonología, sintaxis y vocabulario).

III. Beneficios de la Educación Bilingüe

De acuerdo a Título VII, Ley Pública 98-511 (1984), algunos beneficios de los programas de educación bilingüe son:

1. Provee educación compensatoria a niños quienes su idioma nativo no es el inglés.
2. El Gobierno Federal provee asistencia financiera a los programas de educación bilingüe.
3. Provee educación para niños bilingües talentosos, pre-escolares y de educación especial.
4. Provee programas para desarrollar la capacidad de leer y escribir en inglés a miembros y estudiantes con LEP.
5. Provee programas especiales diseñados para ayudar a estudiantes de LEP a alcanzar y obtener competencia en el inglés. Tales programas son:

   a. Programas de Educación Bilingüe Transicional - Este programa es diseñado para estudiantes LEP, y combina instrucción del idioma inglés estructurado con un componente del idioma nativo. Este programa también incorpora la herencia cultural de los estudiantes dentro del currículo.

   Los programas deben ser diseñados permitiéndole a los estudiantes conocer los requisitos para promoción de grado y graduación; y las clases podrían incluir hasta 40 porciento de estudiantes no - LEP. Los niños en estos programas serán colocados, hasta donde sea posible, en clases con otros niños de las misma edad y nivel de grado. Cuando esto no es factible y realizable, el programa debe asegurarse que todos los estudiantes sean provistos de instrucción y que esta sea apropiada al nivel de logro escolar. Los estudiantes con LEP deberían asistir a clases de "mainstream" para tales asignaturas como arte, música y educación física.

b. Programas de Educación Bilingüe de Desarrollo - Programas instruccionales a tiempo completo, de instrucción en inglés y en el segundo idioma; diseñados para ayudar a los niños a lograr una mayor competencia en el inglés y un segundo idioma. Las clases incluirán, hasta donde sea posible, aproximadamente igual número de parlantes nativos y aquellos estudiantes LEP quienes el idioma nativo es el segundo idioma de instrucción y estudio.

c. Programas Instruccionales de Alternativas Especiales - Son programas especialmente diseñados en los cuales no se necesita usar la instrucción del idioma nativo. El currículo está constituído de servicios de instrucción en el idioma inglés, proyectados a facilitar el logro de competencia en dicho idioma. En asignaciones concedidas para estos programas, prioridad será dada a los solicitantes que incluyan información en: (1) la dificultad de dirigir un programa de educación bilingüe en sus distritos debido a la presencia de un escaso número de estudiantes LEP con un idioma nativo en común; (2) la falta de personal cualificado; y (3) la experiencia pasada y actual del distrito en el intento de establecer un programa de educación bilingüe.

d. Programas de Excelencia Académica - Son programas de educación bilingüe transicional, educación bilingüe de desarrollo, o instrucción de alternativa especial que tienen un registro establecido en la provisión de instrucción efectiva y excelente académicamente para estudiantes LEP. Estos programas deben ser diseñados para servir como modelos de programas de educación bilingüe ejemplares y para diseminar información en prácticas efectivas de educación bilingüe.

e. Programa Familiares para el Aprendizaje de Lectura y Escritura en Inglés - Son diseñados para ayudar a adultos y jóvenes fuera de la escuela a alcanzar competencia en el idioma inglés. Preferencia para inclusión en el programa instruccional estará dada a las familias inmediatas de estudiantes LEP en programas financiados bajo la Ley. El currículo del programa incluirá instrucción en cómo los padres y miembros familiares pueden ayudar a los niños LEP en el logro académico. El idioma de instrucción podría ser el inglés y el idioma nativo.

f. Programa de Inmersión - Es un programa instruccional que expone a los estudiantes a un solo idioma en el escenario de aprendizaje. Los programas de inmersión bilingüe usan el segundo idioma como un instrumento y como un objeto de instrucción. Los maestros usan el segunda idioma del niño para presentar el contenido del material en un currículo escolar estándar. Los programas de inmersión dan la instrucción solamente en inglés. Un salón de clases de inmersión esta compuesto de estudiantes LEP solamente. Los programas de inmersión en Estados Unidos no incluyen un componente de idioma nativo, otras ciudades tales como Canadá, sí incluyen el componente de idioma nativo (Hakuta & Gould, 1987).

g. Programa de Mantenimiento - De acuerdo al Departamento de Educación de Pennsylvania, es un programa educacional secuencialmente estructurado en dos idiomas a lo largo de la experiencia escolar de los estudiantes. Un programa bilingüe de mantenimiento podría servir tanto a estudiantes que no dominan el inglés como a aquellos estudiantes que sí lo dominan, o solamente a estudiantes que no dominan el inglés. Los programas de mantenimiento presentan ambos idiomas al mismo tiempo (inglés y español) en los escenarios de aprendizaje. El contenido del currículo es en inglés.

A. Necesidades de los estudiantes

1. Adquisición de un segundo idioma - El término adquisición se refiere al aprendizaje de un idioma sin la ayuda de un maestro; el termino aprendizaje se refiere al aprendizaje con el maestro. Este proceso de enseñanza/aprendizaje de un idioma trata con metodologías y actividades específicas. La tendencia es hacia las actividades e idioma que los estudiantes producen (adquisición) en vez de las actividades dirigidas, planeadas e impuestas por la maestra (aprendizaje). Puesto en otros términos, el "aprendizaje" ocurre a través de un enfoque en la gramática, y la "adquisición" ocurre a través de un enfoque en la función.
2. De acuerdo a la Ley Pública 98-511 de 1984, Sección 702, una de las necesidades de los niños en Educación Bilingüe es su limitación en el idioma inglés.
3. Otra necesidad es que ellos tienen un trasfondo cultural diferente a aquellos otros estudiantes que son fluídos en el idioma inglés. Los niños migrantes de otros países se encuentran con una enorme cantidad de problemas, tanto en el hogar, la escuela y la comunidad. Los padres dejan sus países en busca de mejores formas de vida por razones económicas. Esos niños pasan por una transición al venir a un nuevo país y se encuentran con una nueva cultura e idioma que no es la suya.

B. Cúando los niños necesitan Educación Bilingüe

Los niños necesitan Educación Bilingüe cuando vienen a este país provenientes de otro país en donde no se habla inglés y son limitados en su fluidez de dicho idioma.

IV. Límites de la Educación Bilingüe

A. ¿Por cúanto tiempo un niño necesita Educación Bilingüe?

De acuerdo al Departamento de Educación de Pennsylvania (1986), página uno, los niños necesitan educación bilingüe hasta que se encuentren suficientemente fluídos en el inglés para funcionar exitosamente en un currículo "mainstream". Los estudiantes LEP no deberían ser colocados en un salón de clases regular hasta tanto ellos puedan demonstrar competencia hablando, leyendo y escribiendo el inglés. Esto puede ser determinado de varias formas antes del cambio actual. Los niños no deberían ser agrupados dentro de cierto lapso de edad, a menos que sean mayores de tres años de edad; de igual forma, hermanos no deberían estar juntos ni servir como tutores o compañeros de otro hermano.

V. ¿Qué pueden hacer los padres para ayudar en el progreso de sus hijos mientras estos se encuentren en educación bilingüe?

1. Los padres tienen que reconocer que ellos son parte importante en la educación de sus hijos, en orden a ayudarlos a mejorar en la educación bilingüe.

2. Envolvimiento de padres con la escuela.

3. Reuniones con maestros.

4. Los padres deberían preocuparse de cómo va su hijo en la escuela, visitando la escuela cuando el maestro necesite hablar con ellos.

5. Los padres deberían darle seguimiento en el hogar a lo que los maestros hacen en la escuela, ayudando a los niños en sus tareas y practicando lo que hacen en la escuela.

6. Los padres deberían motivar a los niños hacia el progreso y éxito escolar.

7. Los padres deberían estar envueltos en actividades escolares con sus niños.

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
CURRICULUM AND INSTRUCTION

PARENT WORKSHOP
RIGHTS AND PROCEDURES IN PENNSYLVANIA SCHOOLS

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INTRODUCTION

At the present time there are a great number of parents that, because of the lack of information disseminated in their School District about parents and students rights and procedures in the school, overlook some important details that are beneficial for them and their children.

There are many books that addressed the importance of the teacher to be familiar with the school law "if they wish to conduct themselves in a legally defensible manner" (La Morte 1982, p. 17). But in the same way it is important to add that parents should know their rights and procedures too.

There are some School Districts in Pennsylvania that take time from their tight schedules to develop booklets to hand out to their parents in order for them to be aware of their rights and procedures of the school. The School District of Chester, even devoted time to develop a booklet in Spanish for their Hispanic population that they serve.

But the example of Chester represents only an infinitesimal number if compared with the great number of School Districts that exist in Pennsylvania. In State College, for example, there is not a document in their School District that informs the parents of their rights.

This is a workshop of the THE RIGHTS AND PROCEDURES IN PENNSYLVANIA SCHOOLS is intended to give to the parent of a child enrolled in school an idea of the rights and procedures that he has. There should be more communication between the parents and the school.

THE RIGHTS TO RECEIVE SPECIAL EDUCATION

On November 29th, 1975, the act for the education of handicapped children was made into the Public Law 94-142. What this means is that under this law, children, handicapped or exceptional have certain rights. Parents also have certain rights in the schools in which they are protected by law.

The rights are the following:

1. Any child that meets one of the following categories has a right to receive special education:
    - hearing impaired (deaf or partially deaf)
    - chronic sickness (such as asthma, epilepsy, tuberculosis)
    - speech impairment (problems speaking)
    - mentally retarded (emotionally disturbed)
    - multiple impairments (more than one impairment)
    - neurologically impaired
    - socially maladjusted
    - visually impaired (blind or partially blind)
    - talented
2. The State must provide without cost, special education and related services to children who qualify.
3. Parents should be notified in writing before the child can be evaluated or be put in special education classrooms.
4. Parents are permitted to see their child's school records.
5. If the child's parents are not able to be located or if they have disappeared (death or other causes) the State will appoint a tutor for the child.
6. Parents have the right to ask for a meeting to claim or protest any decision taken on the part of the evaluation or placement of the child. No one who has any part on the child's education should form part in this meeting.

7. Parents have the right to have a lawyer or a specialist present in the meeting, the right to present evidence or investigate witnesses, and the right to appeal the decision at a higher level (State or Federal Court).

8. The child has the right to remain in his regular classroom setting until the procedures have been completed.

9. The evaluation and placement should assure that the child evaluated as impaired will be placed with children who are not impaired where possible (a less restricted environment)

10. Services offered to regular students should be of access to impaired students (or comparable services if the child is not able to participate directly with other children). Example, a blind child in a gymnasium.

11. Tests and procedures that are used in determining the needs of the handicapped child should not discriminate race or culture in any form. Tests must be administered in the child's native language or in the child's medium of communication. Tests should not be the only factor which determines the educational program of the child.

12. An individualized educational plan (IEP) should be written for each child who is evaluated as handicapped. The IEP should be developed and revised by parents, teachers and designated persons of the school district annually. The IEP should include information of actual educational level of the child. Also it should include the short and long term goals for the educational development of the child.

RIGHTS OF BILINGUAL EDUCATION

In the United States exists a Bilingual Education Law or Public Law 98-511, Title VII Bilingual Education Programs. Students and parents have the following rights according to this law.

1. The federal government has the obligation to provide equal education opportunities to students whose native language is not English.
2. The child has the right to be taught in his native language.
3. Parents or tutors of students who qualify to participate in bilingual education must be informed of the following:
    a. reasons why your child has been selected to participate in a bilingual program.
    b. alternative educational programs and the instructional alternatives.
4. Children must be placed in the grade according to his/her age and his/her level of educational experience.
5. Each school district must provide a program for children whose native language is not English. Their purpose is to facilitate the learning of English.
6. Parents of students enrolled in a bilingual program should be informed of the instructional objectives (goals that the program hopes to accomplish with the child) and the child's progress in the program.

If you, a family member or friend, have a child who qualifies for special education or needs to be in a bilingual program it is recommended that you should visit your nearest school in your community. They will provide more information of the programs available for the child. Remember, these are rights that you and your child have. Also, you are protected by law.

WHAT YOU SHOULD KNOW ABOUT CORPORAL PUNISHMENT

Corporal punishment may be defined as the use of such physical contact as striking, paddling or spanking of a student by an educator (Henderson, 1986). Proponents view it as a necessary and educationally sound disciplinary measure.

Those opposed view the practice as cruel, inhuman, and an unjustifiable act on the part of the state.

The use of corporal punishment in the United States as a means of disciplining school children dates back to the colonial period. It has survived a long period of time right up to our present system of compulsory education. The practice continues to play a role in the public education of children in most parts of the country.

At common law a single principle has governed the use of corporal punishment since before the American Revolution (Cryan, 1987). Teachers may impose reasonable but not excessive force to discipline a child. The basic doctrine has not changed. The prevalent rule in this country today, privileges such force as a teacher or administrator reasonably believes to be necessary for the child's proper control, training, or education. To the extent that the force is excessive or unreasonable, the educator in virtually all States is subject to possible civil and criminal liability.

As of September 1, 1985, in the United States only eight states:

Massachusetts
New Jersey
Hawaii
Maine
New York
Rhode Island
New Hampshire
Vermont

forbid teachers and other school employees to hit or hurt children in their care.

There is not current law in which would forbid the punishment of children in schools. As mentioned above there have been only eight states out of fifty which have proclaimed their own law to make corporal punishment in their schools illegal.

As can be noted the other forty-two states approve the use of punishment in their schools as a means of proper education of the child and for the maintenance of group discipline.

The state of Pennsylvania has authorized the moderate use of corporal punishment in the public schools except for the city of Philadelphia where corporal punishment is banned. Pennsylvania permits the use of corporal punishment according to the following guidelines:

1. Written approval or notification by the child's parents.
2. Inflection of punishment only by the schools principle.
3. Punishment must be in the presence of an adult witness.

As can be noticed in number one, the parent must approve punishment. If the parents don't approve the school cannot impose any punishment whatsoever.

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Introducción

En este momento, hay usa gran número de padres, que debide a la carencia de información diseminada en su distrito escolar acerca de derechos de padres y estudiantes y procedimientos en la escuela, no se percatan de algunas detalles importantes que son beneficios para ellos y sus niños.

Hay muchos libros que dirigen la importancia de que un maestro esté familiarizado con la ley escolar que indica "si ellos desean conducirse a sí mismos en una manera defensible legalmente" (La Morte, 1982, p. 17). Pero en la misma manera también es importante añadir que los padres deberían conocer sus derechos y procedimientos.

Hay otros distritos escolares en Pennsylvania que toman de su tiempo dentro de su estrecho programa de trabajo, para desarrollar folletos y repartícelos a sus padres en orden de informarlos y mantenerlos al tanto de sus derechos y procedimientos dentro de los planteles escolares. El Distrito Escolar de Chester, es uno de los distritos escolares que ha dedicado tiempo para desarrollar un folleto en español para su población hispana a la que sirve.

Pero el ejemplo de Chester representa solo un número infinitesimal si se compara con el gran número de distritos escolares que existen en Pennsylvania. En State College, por ejemplo, no hay un documento en su Distrito Escolar que informe a los padres de sus derechos.

Este es un trabajo escrito de Los Derechos y Procedimientos en las Escuelas de Pennsylvania, e intenta darle a los padres de niños matriculados en dichas escuelas, una idea de los derechos y procedimientos que éstos tienen.

DERECHO A RECIBIR EDUCACION ESPECIAL

El 29 de noviembre de 1975, el Acta para la educación de niños impedidos fue hecha la Ley Pública 94-142. Lo que esto significa es que bajo esta ley los niños impedidos o excepcionales así como también sus padres tienen ciertos derechos en las escuelas los cuales están protegidos por ley.

Los derechos son los siguientes:

1. Todo niño que caiga bajo unas de las siguientes categorías tiene derecho a recibir educación especial:
   - impedidos de la audición, sordo o parcialmente sordo.
   - enfermos crónicos (asma, epilepsia, tuberculosis)
   - impedidos de comunicarse (problemas del habla)
   - retraso mental
   - perturbado emocional
   - impedido múltiple (más de un impedimento)
   - impedido neurológicamente
   - mal ajustado social
   - impedido de la visión, ciego o parcialmente ciego
   - talentoso
2. El Gobierno Estatal provee educación especial sin costo alguno, además de servicios relacionados con la educación especial.

3. Los padres deben ser notificados por escrito antes de que el niño sea evaluado o colocado en la clase de educación especial.

4. Los padres pueden ver los archivos escolares del niño.

5. Los padres pueden obtener una evaluación independiente de los problemas o necesidades educacionales del niño.

6. Si se desconoce el paradero de los padres del niño o estos has desaparecido (muerte u otras causas) el estado debe nombrar un tutor que proteja al niño.

7. Los padres también tienen derecho a solicitar una audiencia imparcial para retar a reclamar cualquier decisión hecha con respecto a la identificación, evaluación o colocación del niño. En ningún caso esta audiencia debe ser conducida por un empleado conectado con la educación o cuidado del niño.

8. Los padres tienen el derecho de tener un abogado u otro especialista presente, el derecho de presentar evidencia, confrontar o interrogar testigos y el derecho de apelar la decisión de la audiencia a un nivel más alto (Corte Estatal o Federal).

9. El niño tiene el derecho de permanecer en su lugar actual hasta que los procedimientos sean completados.

10. La evaluación y colocación debe asegurar que el niño clasificado como impedido sea educado con los no impedidos tanto como sea posible (el menor ambiente restrictivo posible).

11. Los servicios ofrecidos a los estudiantes en general deben ser accesibles también a los niños impedidos (o servicios comparables si no puede participar directamente con los otros niños). Ejemplo: Un niño ciego en un gimnasio.

12. Las pruebas y procedimientos utilizados para las necesidades de los niños impedidos no deben discriminar racial ni culturalmente en ninguna forma en que sean seleccionadas, deben ser ofrecidas al niño en el idioma o medio de comunicación principal usado por el niño y ningún examen o procedimiento puede ser usado como único factor determinante del programa educacional para el niño.

13. Un plan de educación individual (PEI) debe ser escrito para cada niño evaluado como impedido, el cual debe ser desarrollado y revisado anualmente por los padres, maestros y personas designadas por el Distrito Local. El plan debe incluir declaraciones del actual nivel educacional que tiene el niño, así como también las metas a corto y a largo plazo para el desempeño educacional del niño.

DERECHO A RECIBIR EDUCACION BILINGUE

En los Estados Unidos existe una ley concocida como la Ley de Educación Bilingüe o Titulo VII - Programas de Educación Bilingüe - Ley Pública 98-511. Bajo esta ley los estudiantes así como también sus padres tienen el derecho a lo siguiente:

1. El Gobierno Federal tiene la obligación de proveer igualdad de oportunidades en la educación a los niños que tienen el inglés como segundo idioma.

2. El estudiante tiene el derecho de ser enseñado o educado en su idioma nativo (en este caso en español).

3. Los padres o tutores de los estudiantes identificados para participar en programas de educación bilingüe deben ser informados de:
   a. Las razones por las cuales se seleccionó a su hijo para participar en el programa de educación bilingüe.
   b. Las alternativas de programas educacionales que hay disponibles.
   c. La naturaleza del programa de educación bilingüe y las alternativas instruccionales.

4. Los padres deben ser informados de que ellos tienen la opción de rechazar que su hijo participe en un programa de educación bilingüe y se le debe ofrecer la oportunidad si así lo desean.

5. Cada Distrito Escolar deberá proveer un programa para cada estudiante cuyo lenguaje no sea el inglés, cuyo propósito sea facilitar el aprendizaje y dominio del idioma inglés.

6. Los estudiantes deben ser colocados en el grado correspondiente de acuerdo a su edad y al nivel de experiencia educacional que tengan. Los estudiantes no se deben bajar de grado automáticamente solamente por el hecho de no hablar inglés.

7. Los padres de los estudiantes participantes en programas de educación bilingüe deben ser informados de los objetivos instruccionales del programa (lo que el programa aspira a lograr con sus hijos) y del progreso obtenido por el estudiante en dicho programa.

Si usted, un familiar o un amigo tiene un hijo que cualifique para educación especial o necesite estar en un programa de educación bilingüe, es aconsejable que visiten la escuela más cercana a su comunidad para que reciban más información al respecto. Recuerde que estos son derechos que usted y su hijo tienen, los cuales están protegidos por ley.

LO QUE DEBE SABER EN CUANTO AL CASTIGO CORPORAL

El castigo corporal podría ser definido como el uso de contacto físico por el maestro, tales como utilizar las manos para golpear un niño o el uso de un objeto, como reglas, pedazos de madera, etc. para pegarle al estudiante (Henderson, 1986). Algunas personas ven el castigo como una medida disciplinaria educacionalmente, sana y necesaria. Aquellos que se oponen a su uso ven esta práctica como cruel, inhumana y un acto injustificable por parte del Estado.

El uso del castigo corporal en los Estados Unidos como una manera de disciplinar los niños en la escuela, se remonta al periodo colonial. Ha sobrevivido un gran periodo de tiempo hasta nuestro sistema de educación compulsoria. La práctica continúa jugando un rol en la educación pública de los niños en muchas partes del país.

Como ley común, un solo principio ha gobernado el uso del castigo corporal desde antes de la Revolución Americana (Cryan, 1987). Los maestros podían imponer un castigo razonable pero no excesivo, para disciplinar un estudiante. La doctrina básica no ha cambiado, la regla prevaleciente en este país hoy en día permite el uso del castigo si el maestro o el administrador cree que es razonablemente necesario para el apropiado control del niño, para el entrenamiento o la educación.

En el grado en que el castigo sea excesivo o irrazonable, el maestro virtualmente en todos los Estados está sujeto a posible violación de los derechos civiles.

El 1ero de septiembre de 1985, en los Estados Unidos solo ocho estados prohibían a los maestros y otros empleados escolares, golpear o hacer daño a los niños bajo su cuidado.

Los estados son los siguientes:

Massachusetts
New Jersey
Hawaii
Maine

New York
Rhode Island
New Hampshire
Vermont

No existe una ley la cual prohiba el uso del castigo en las escuelas. Como se mencionó anteriormente solo han habido ocho estados de cincuenta, que han proclamado su propia ley para hacer del castigo corporal como algo ilegal en sus escuelas.

Como se puede notar, los otros 42 estados aprueban el uso del castigo en sus escuelas como manera de ofrecer una educación apropiada a los niños y para el mantenimiento de la disciplina del grupo.

El estado de Pennsylvania ha autorizado el uso moderado de castigo corporal en las escuelas públicas excepto en la cuidad de Filadelfia donde el castigo corporal está prohibido.

Pennsylvania permite el uso del castigo corporal de acuerdo a las siguientes normas:

1. Aprobación o notificación por escrito por parte de los padres del niño.
2. Aplicación del castigo solo por el principal de la escuela.
3. El castigo debe ser administrado en presencia de otro adulto.

Como podemos notar en la norma número uno, los padres deben aprobar que se utilize el castigo corporal con su hijo. Si los padres no lo aprueban, la escuela no puede imponer esta clase de castigo.

Appendix M

Press Releases

News

PENNSTATE

Department of
Public Information

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312 Old Main
The Pennsylvania State University
University Park, Pennsylvania 16802

file

1-17-89

PENN STATE TEACHING TODAY'S MINORITIES TO BE TOMORROW'S MAJORITIES

University Park, Pa. -- Amid projections that today's minorities will become America's majority by the early 21st century, Penn State has become one of the first universities nationwide to launch a program focusing on educating tomorrow's new mainstream students.

The College of Education has developed a new master's and doctoral degree program for teachers interested in teaching limited English-speaking pre-school children and their parents. The collaborative program stresses academic achievement and maintenance of their respective ethnic and linguistic heritages.

In only its second year, Penn State's Comprehensive Bilingual Teacher Education program has yielded 10 graduates and is currently training 10 master's degree candidates and one doctoral degree candidate.

All the students in the 18-month program are certifiable teachers in Pennsylvania. University officials hope the program enrollment triples during the next several years because projections indicate that demands will increase almost as fast.

"According to studies in 1980, there were about 2.4 million limited-English proficient students age 5 to 14 in schools across the nation," says Dr. Lourdes Diaz Soto, Penn State assistant professor of education and director of the program.

"By the year 2000, that figure is expected to increase by 40 percent and there will be a slightly greater overall increase in the number of 5- to 9-year olds."

-- more --

Further studies suggest that 95 percent of those children will be Spanish speakers.

"That makes for a tremendously increasing need for bilingual early education teachers," Soto notes. "Studies indicate that both critics and supporters of bilingual education agree that school districts already have a difficult time recruiting qualified bilingual teachers."

In addition to states such as California, Texas and Florida that are located near Spanish speaking countries, Soto says the problem hits home in other states as well.

In Pennsylvania, school districts surveyed have indicated that their greatest need is for certified bilingual classroom teachers in nursery school up to third grade.

Currently, the teachers who are students in the Penn State program are collaborating with the Pennsylvania Migrant Education Program, the Lancaster School District and the Bethlehem School District, as they learn professional skills in working with parents and their children.

"That's what is so unique about this program. It involves working with parents as well as the children," Soto says. "Parents learn ways to complement school lessons at home. The teachers learn ways to teach parents to take pride in their own culture and how to teach their children to do the same or build on it."

The program also gives the teachers a chance to meet the children and parents and to design individualized plans to help everyone involved.

Teaching teachers any other way wouldn't allow time for the parent, teacher and child to learn the most from each other, she adds.

"When you speak a different language and have a different culture than the mainstream, sometimes you withdraw for fear of not being accepted," Soto notes. "Programs like this will help the child accept their culture, learn English, get a better education and live more comfortable and productive lives when they become America's majority."

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CAMPUS NEWS

BILINGUAL EDUCATION: Penn State's College of Education is conducting a statewide search for teachers to participate in an early education master's degree program for teaching bilingual students.

Developed two years ago, Penn State's Comprehensive Bilingual Teacher Education program is designed for teachers interested in teaching limited English-speaking pre-school children and their parents.

The 12-month program is one of the first of its kind in the nation.

For more information, contact Lourdes Diaz Soto, Penn State assistant professor of education and program director, at 157 Chambers Building, University Park, PA 16802, or by calling 865-6565. The application deadline is June 26.

The Patriot-New

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EDITOR

Dale A. Davenport
EDITORIAL PAGE EDITO

—— A Free Press — Armor of the Republic —

Students at Penn State aim to help bilingual population

By James A. Stewart
For The Patriot-News

UNIVERSITY PARK — The needs of migrant students who have moved from the continental United States to Puerto Rico brought Maria Colon to Pennsylvania State University to learn how to help them communicate.

Colon, a teacher from Miguel Melendez Munez High School in Cayee, said the year she has spent at University Park in a bilingual early childhood education program will allow her to take something back to those students.

"I will bring back a greater understanding toward the special needs those students have," Colon said. "I will learn to deal and work with and understand them better."

Marlene Portuondo, another Puerto Rican educator involved in the program, plans to teach bilingual students in the United States while taking a doctoral program in bilingual education. She is preparing to take a Pennsylvania teaching certification test.

"I'm interested in working with the bilingual population in the United States, especially Hispanic students, as a way of helping and empowering them," Portuondo said.

Program developer Lourdes Diaz Soto said the program offered by Penn State is unusual because it is one of the few in the nation that combines early childhood concerns with bilingual education.

Other forms of bilingual education are part of university curricula in such states as Texas, Florida and California. "We are pioneers," Soto said.

Soto, formerly an educator at Florida Atlantic University in Boca Raton, was asked to head the program after Penn State received a three-year start-up grant from the U.S. Office of Education.

Another unusual facet is the emphasis on parent education. For example, teachers may address such special parental concerns as legal rights, ways parents can measure their children's progress, and activities through which parents can help educate their children, Soto said.

Portuondo said the aspect of the program bearing on parental responsibilities is important in helping the students.

"If parents know more about their rights, they will better be able to help me in the learning process of their children," Portuondo said.

Soto said the program is necessary because of the population's growing diversity. About 75 different languages are spoken in Pennsylvania, she said. Also, 15 major school districts — including Philadelphia, Lancaster and Harrisburg — have substantial Spanish-speaking populations.

Each teacher enrolled in the program speaks fluently in two languages, but may eventually teach students who speak a variety of languages, Soto said. "The methods and techniques we teach help to handle the situation with whatever language," Soto said.

The student/teachers know how to help. They could have children in their classrooms with lots of languages — Vietnamese or Laotian, for example.

The program helps to create a proper environment for learning, Soto said.

Both Colon and Portuondo agreed that the program had made them more compassionate in dealing with diverse groups of students.

The 12-month program graduates 10 students each 15-week semester, Soto said.

Although Penn State publicists say program enrollment soon will triple, Soto declined to give a specific rate of program growth.

"If the need is there and the interest is there, we will continue to enhance the program," Soto said. "Critics and supporters of bilingual education both agree that we are not meeting the need [for bilingual teachers] fast enough."

Like Portuondo, most of the students in the program are committed to teaching in Pennsylvania, Soto said, adding that screening interviews favor candidates who will teach in the state.

"We need to meet the needs of our own state," Soto said.

BEST COPY AVAILABLE

Program aimed at minorities

Penn State news bureau

CDT 1/89

Penn State's College of Education has developed a new master's and doctoral degree program for teachers interested in teaching limited English-speaking pre-school children and their parents. The collaborative program stresses academic achievement and maintenance of their respective ethnic and linguistic heritages.

In only its second year, Penn State's Comprehensive Bilingual Teacher Education program has yielded 10 graduates and is currently training 10 master's degree candidates and one doctoral degree candidate.

All the students in the 18-month program are certifiable teachers in Pennsylvania. University officials hope the program enrollment triples during the next several years because projections indicate that demands will increase

"Studies indicate that both critics and supporters of bilingual education agree that school districts already have a difficult time recruiting qualified bilingual teachers," said Lourdes Diaz Soto, Penn State assistant professor of education and director of the program. "When you speak a different language and have a different culture than the mainstream, sometimes you withdraw for fear of not being accepted."

Collegian 2/16/89

University program prepares teachers in bilingual education

By ANGELA ROGERS
Collegian Staff Writer

Students in a bilingual early childhood education program are combining their language skills with childhood development training to meet the needs of the increasing Hispanic population in Pennsylvania schools.

The College of Education developed the master's and doctoral degree program for bilingual graduates to teach elementary students whose native language is not English, said Lourdes Soto, assistant professor of education and director of the program.

Bilingual teachers will help improve the classroom for children with limited proficiency in English by speaking the child's native language, Soto said. "The program provides learning techniques for teaching culturally diverse children," she said.

Maria Colon, Marlene Portuondo, Martha Nieves and Susana Niccoli are four of the teachers currently pursuing a degree in bilingual early childhood education.

The main goal of the program, they agree, is for the children and their parents to learn English while retaining their native language and culture.

The bilingual teachers will also address parents' needs, Soto said.

"For example, some parents want information about laws that affect programs in bilingual education. Other parents want to know how to help their children with their schoolwork and how to interpret report cards and test scores," Soto said.

Parents who do not speak English have difficulty getting information about their child's school although there is a law that gives parents the right to have access to information in their own language, Niccoli said.

Some parents want advice in planning for their child to attend college, Soto said.

The program is directed at the migrant worker population in cities like Lancaster. Lancaster and Bethlehem school districts are currently collaborating with the Penn State program, Soto said.

"The Lancaster school district provides English as a second language and native language instruction for Hispanic kids," said Douglas Dockey, department head for English as a second language/bilingual programs at Riegart school.

Penn State interns observe teachers in the School District of Lancaster program, he said.

The two-year-old program is funded by the Office of Bilingual Education and Minority Language Affairs, Niccoli said.

Soto and some of the students said that a full calendar year of 44 credits, a practicum and a master's paper make a rigorous program.

"In Puerto Rico there are no programs like (the bilingual early childhood teacher education program) and this is a good place to further my professional training," Nieves said.

"I find the program interesting and challenging because of the cultural differences between Hispanic and other American children," Colon said.

The students identified some of the problems faced by families with limited English proficiency.

> **"I find the program interesting and challenging because of the cultural differences between Hispanic and other American children."**
>
> — MARIA COLON
> graduate-elementary education

"There are misconceptions about how children learn language," Portuondo said. Adults generally learn second languages faster than children, but children will learn with a more accurate accent and retain more of what they learn, Colon said.

Colon said children learning a second language also go through a silent period during which they should not be forced to speak the new language because they are assimilating it. Often these children's academic abilities are assessed inaccurately due to the language barrier, she said.

"Being bilingual is an asset," Colon added.

Hispanics are the United States' second largest minority, Niccoli said.

"We need more research and more funds for research because the numbers of Hispanic children keep growing," Colon said.

Other cities with rising populations of Hispanics and other culture groups include Philadelphia, Chester, Reading, Harrisburg and Allentown, Soto said, adding that New York and Ohio are facing similar growth.

OPINIONS

EDITORIAL OPINION

Bilingual education benefits many

Some elementary school students are unable to communicate with their teachers, but not because they misbehave or are lazy. They have become isolated in classrooms across the United States because their native language is not English.

Bilingual education is designed to increase such students' language skills. This form of education, taught by a bilingual instructor, helps children become proficient in English, but also allows them to retain their native language and culture.

Fortunately, the College of Education recognizes the growing need for more bilingual teachers.

Two years ago it created a promising master's and doctoral degree program which will help improve the elementary classroom for the increasing Hispanic population in Pennsylvania schools. Nationally, Hispanics are the second largest minority.

Bilingual teachers can improve the classroom experience for children with limited proficiency in English by speaking a child's native language. Children still learn the new language, but are able to communicate with their instructors in the interim.

With more bilingual teachers, parents with limited English proficiency will benefit as well.

"Some parents want information about laws that affect programs in bilingual education. Other parents want to know how to help their children with their schoolwork and how to interpret report cards and test scores," said program director Lourdes Soto.

Although parents have the legal right to receive information about their child's school in their own language, often they still have difficulties. Improved parent-teacher communication will result from bilingual education, as teachers can answer parents' questions and relieve any concerns more easily.

The University's program, funded by the Office of Bilingual Education and Minority Language Affairs, also is directed at aiding the migrant worker population in cities such as Lancaster.

Soto said the Lancaster and Bethlehem school districts currently are collaborating with the Penn State program by letting student interns observe teachers in those cities. In Lancaster, the school district provides English as a second language and native language instruction for Hispanic children.

Other cities with rising populations of Hispanics and other culture groups include Philadelphia, Chester, Reading, Harrisburg and Allentown. The national education community and thousands of Hispanic-Americans would benefit by instituting similar programs across the country.

Comprende?

the daily Collegian

Monday, Mar. 6, 1989

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News release

News

PENNSTATE

Department of
Public Information

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6-8-89

PENN STATE SEEKS TEACHERS FOR BILINGUAL PROGRAM

University Park, Pa. -- Penn State's College of Education is conducting a statewide search for teachers to participate in an early education master's degree program for teaching bilingual students.

Developed two years ago, Penn State's Comprehensive Bilingual Teacher Education program is designed for teachers interested in teaching limited English-speaking pre-school children and their parents. The 12-month program is one of the first of its kind in the nation.

Teachers participating in the program will receive a grant from the U.S. Office of Bilingual Education and Minority Language Affairs.

"We're looking for people interested in working in the state of Pennsylvania, who have a B.A. degree in teaching and who are interested in bilingual education," says Dr. Lourdes Diaz Soto, Penn State assistant professor of education and program director.

"Nationwide studies indicate that the number of limited-English proficient students age 5 to 14 were about 2.4 million in 1980. By the year 2000, that figure is expected to increase by 40 percent and there will be a slightly greater overall increase in the number of 5 to 9-year olds," Soto says.

Further studies suggest that 95 percent of those children will be Spanish speakers.

- more -

"That means we'll need bilingual early education teachers, particularly those who speak Spanish," notes Soto. However, interested teachers who don't speak Spanish will be considered as well, she adds.

Currently, teachers in the program are collaborating with the Bethlehem School District, as they learn professional skills in working with parents and children. Teachers participating in the program are encouraged to meet with parents and children and to design individualized plans to help everyone involved.

For more information, contact Soto at 157 Chambers Building, University Park, PA 16802, or calling (814) 865-6565. Application deadline is June 26.

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Appendix N

Dean Reed's Commencement Speech

TODAY PENN STATE, TOMORROW THE WORLD

Graduate Commencement Address

Pennsylvania State University, August 11, 1990

Rodney J. Reed

President Bryce Jordan, Board of Trustees member Cecile Springer, Provost Hosler, fellow colleagues and platform guests, ladies and gentleman, spouses, children and relatives of the graduates, and members of the Summer 1990 graduate class. I am honored to have been asked to speak to you today and have entitled my remarks "Today Penn State, Tomorrow the World."

Over the past several months you, the members of this graduating class, have sharpened your skills, expanded your educational horizon and vision, and acquired a wealth of new knowledge. Now you are poised to enter a new phase in your professional and educational development, and you will assume positions of leadership and significant responsibility in a broad range of careers. I congratulate you on your accomplishments. Now I challenge you to make a difference in the world in which you are about to enter, for it is a world filled with numerous challenges and where there are challenges, there are opportunities.

The world in which you enter today is vastly different from the world of a few years ago. In fact, the long-held ecological theory that changes are temporal and equilibrium prevails, thus, ensuring an ecological constancy is now acknowledged to be inaccurate. What is increasingly apparent is that the only constant is change. The question we must address, therefore, is: Can we manage change and make a difference or will we simply try to respond to the cataclysmic upheavals that surround our daily existence? I suspect that the latter condition will be more prevalent than the former for our powers of prediction are somewhat limited. But we can, and must, confront the here and now and the many challenges we face.

Within the past several months, we have witnessed the dismantling of the Berlin wall and the rapid movement to reunify Germany. We see substantial change in the economic and political structure within Russia; the struggle for freedom and independence in South Africa; growing tensions in the Persian Gulf and the Middle East; and more conspicuous investment in the United States by investors from England, Canada, Europe, and Japan.

In this country the changes are no less dramatic. Our population demographics are rapidly changing. In most major cities, the majority of the school-age population consists of minority group members; by the year 2020, it is estimated that the majority of all school-age children will be minorities. These minority students will be African-American, Mexican-American, Puerto Rican, Asian-American, and American Indian. They will also be immigrants from Central America, Southeast Asia, Mexico, the Philippines, Haiti, Jamaica, the Dominican Republic, and many other countries. Children will come to school speaking over 100 different languages and dialects.

Many of these minority children, particularly African-American, Mexican-American, and Puerto Rican children live and will live below the poverty line. Since 1975, children in the United States represent 39.5 percent of America's poor. Children are poorer than any other age group. Moreover, more than 56 percent of families headed by single African-American women and 59 percent headed by Hispanic women are poor and are living well below the official poverty line of $7,704 for a family of two, $9,435 for a family of three, and $12,092 for a family of four. As staggering as these statistics are, it is important to note that about one-half of the nation's poor children live with both parents. It is also significant to note, that the majority of the poor are to be found in small isolated towns, and in rural areas and suburban areas. Less than nine percent of America's poor people live in central cities.

The gap between the haves and have nots, between the affluent and the poor grows wider with time. And the United States has the shameful distinction of "having the highest rate of child poverty among the industrialized nations--nearly three times that of most other economically advanced nations." (Reed and Sautter, 1990)

There is cause for alarm not only in terms of the moral and ethical problems associated with poverty stricken individuals, but also because as a nation, we must draw upon all children for our future work force and to fill future positions of leadership. And as the world becomes more dependent on the use of information and technology, the necessity of students acquiring a higher quality and quantity of formal education is ever more pressing. Yet, the percentage of students from economically poor backgrounds who excel academically, and who have the financial means to continue their formal education beyond high school and earn the advanced degrees which will position them to be considered for leadership positions in public and private enterprises, is significantly below their percentages within the population.

For example, although about 76 of every 100 African-American students graduate, on an average, from high school, only about 28 of them enter college. And of that number, only 2 or 3 will earn a terminal professional degree or the doctorate. Similar patterns exist for Mexican-American and Puerto Rican students.

In addition to the changing demographics in the United States, the prevalence of family poverty, and the educational implications of these facts, we find changes and challenges in the ability of families to meet health care costs; the incidence of A.I.D.S.; right-to-life issues; the numbers of individuals using mind-altering drugs; and the level of trust placed in professionals such as lawyers, doctors, and accountants. Significantly, at the national level, our infant mortality rate is worse than that of 21 other countries.

Nearly one million students drop out of school each year, and it is estimated that these dropouts cost America $240 billion in lost earnings and foregone taxes over their lifetimes. Because of the inadequacy of educational skills of dropouts and high school graduates who enter the workforce, U.S. companies are spending more than $210 billion a year on training and retraining programs (American Management Association, February, 1990). Add to these facts the belief by many financial and economic analysts that our economy is in a state of recession which is likely to become worse in the coming months.

These are but a few of the national and international changes and challenges that you, as graduates standing at the threshold of your careers, will encounter. But these changes and challenges offer unparalleled opportunities. The question we must all face is how will we respond?

In writing on the community of man, Martin Luther King, Jr. wrote, and I quote:

> "Every man [and let me quickly insert woman] must decide whether he [or she] will walk in the light of creative altruism or the darkness of destructive selfishness. This is the judgment. Life's most persistent and urgent question is, What are you doing for others?" (End of quote)

This fundamental question--"What are we doing for others?"--is central to how we respond to the myriad challenges which we must meet. In so doing, we must move away from the mentality of the "me" generation of the 1980s to an "us" mentality for the 1990s and beyond. We must recognize that the planet earth grows smaller, and its inhabitants become more interdependent, with each passing day. We must become champions and crusaders for the common good and ensure that our actions are morally and ethically correct. We must rid ourselves of racism, sexism, ageism, and homophobia, and recognize that respect for diversity and the full utilization of human talent is mandatory for our survival. And, we must reach out to help others. In the words of Emerson,

> "It is one of the most beautiful compensations of this life that no man [or woman] can sincerely try to help another without helping his or herself."

In a fundamental sense, what is required is for us to make a personal contribution, a conscientious effort to improve that portion of society within our sphere of influence. No matter how small we may think our role is, it is yet important. An African proverb tells us that, "A little rain each day will fill the rivers to overflowing."

Of crucial importance to the future is that you make a commitment to improve the system of public education in the geographical areas in which you will reside. I'm sure you realize that education is the foundation upon which career and academic choices rest. The future of this nation will depend on our ability to successfully educate all children regardless of ethnicity or economic circumstance. Clearly, we have an obligation to help children develop into healthy participating members of society. Education is the key which will unlock the door to a brighter tomorrow; it is the means of helping us prepare individuals to meet present and future challenges; and to find answers to as yet unasked questions.

It is of crucial importance that education become a national and personal priority not only in word, but also in the allocation of resources. Although President Bush's issuance of national goals such as the "U.S. will be first in the world in mathematics and science achievement," and "All U.S. children will receive the health care they need to be ready for primary school" are indeed noble, his failure to provide funds to implement these goals ensures that, at best, they will be difficult to achieve.

Placed in the proper context, education must be seen as an investment in the future. In Pennsylvania, it costs approximately

$24,000 to maintain an individual in prison and about $4,000 to support an undergraduate student in college. Should there be a question as to where our financial resources should be invested? It is imperative that we work assiduously to get federal and state agencies to provide additional financial support for schools, colleges, and universities. Unless our federal and state agencies are able to provide substantial financial assistance to the rapidly growing percentage of poor children throughout the nation, the probability of them maximizing their educational potential becomes but a hollow dream; and we may be deprived of the future scientists who will solve some of our most pressing scientific problems, or the future classroom teachers who will inspire, motivate, and teach a future generation.

We must have the kind of commitment and funding received three years ago from the U.S. Office of Bilingual Education and Minority Language Affairs, which funded a bilingual/early childhood teacher education master's degree program in the College of Education. This program will have graduated a total of 30 teachers since its inception in 1987 with today's graduation. This represents a 100 percent graduation rate and is the first time that a 100 percent graduation rate has been achieved by a program funded by the U.S. Office of Bilingual Education and Minority Language Affairs. The final 10 students in this program are receiving their master's degree today. I would like these 10 students, along with Professor Lourdes Soto, who was in charge of this program, to stand and be acknowledged.

The world of the future is yours to direct. I hope that you will become crusaders for social justice, for the betterment of all humanity and for the improvement of our environment. Henri Bergson reminds us that "the present contains nothing more than the past, and what is found in the effect was already in the cause."

Change is inevitable. We can simply react to it when it occurs or we can attempt to fashion the world in which we must all live. Such a world demands new institutional goals, beliefs, and structures. It demands a transition from the old to the new. Yet, as Philip Slater argues, "transitions are always fraught with risk and discomfort and insecurity, but we do not enjoy the luxury of postponement. No matter how difficult it seems to engage in radical change when all is changing anyway, the risk must be taken."

I challenge you the graduates of this 1990 class to become risk takers and advocates for social justice, for equity and equality, for the elimination of poverty, and for educational opportunity and excellence for all individuals. For what benefits one, benefits all.

Thank you.